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ABSTRACT

This report summarizes the development of a model career education program called CERES (Career Education Responsive to Every Student), which was designed to infuse career education concepts into elementary and secondary school curriculum and to articulate a curriculum structure to aid students in career choice and preparation. Following an Introduction (chapter I), chapter II focuses on the accomplishments of the program's components: elementary, junior high, and senior high school instruction; adult and vocational education; guidance; handicapped instruction; teacher inservice and preservice training; and project administration. Chapter III reviews problems and changes in the project, including the lack of clear objectives and activities and the difficulty of articulating and integrating regular and special education. Chapter IV delineates the dissemination effort made both within and outside of the school district. Chapter V describes special activities for the reduction of sex stereotyping. Following a chapter on evaluation methods (both external [see CE 017 741] and internal evaluation were used), chapter VII draws the following conclusions: (1) important elements for the project's success were inservice education for curriculum change and board-of-education and community support; (2) academic achievement was favorably impacted by a career education thrust; (3) commercial curricular materials were not appropriate so that local materials were developed; and (4) the project was successful in meeting its primary objectives. (ELG)

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CERES
Career Education Responsive to Every Student

Ceres Unified School District's Project Performance Report for Career Education Final July 1, 1975-June 30, 1976

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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CE 017 740

ABSTRACT

PROGRAM PARTICIPANTS

The Ceres Unified School District in Stanislaus County, California, is a K-12 rural district of approximately 4,200 students drawn from a community of about 12,000 near a metropolitan area of approximately 125,000. The district is composed of an adult school, one senior high school, a continuation high school, one junior high school, five elementary schools and a preschool program. Certificated staff is over 200.

THE PROJECT

The Ceres Unified School District 1975-76 Career Education Project, Career Education Responsive to Every Student, was the culmination of four years' activity in which career education was integrated into curriculum at all levels, from preschool through 12th grade. The project has involved development of original instructional materials, the infusion of career education into teacher training, and the application of the career education concept to ancillary district services such as guidance and classes for the handicapped.

MAJOR ACTIVITIES

Instructional

Two major thrusts at the elementary level were:

1) Expansion of Ceres Elementary Career Education Matrix to more classrooms.
2) Improvement of academic achievement through career education.

Career education has had a positive impact on academic achievement. In terms of both teaching and learning, the school became an important work station in which the academics were related to the world of work. The infusion of career education into the instructional program, bulletin board displays in classrooms, and field trip requests were evidence of a general increase in the district personnel's understanding of career education activities and approaches.

Three major thrusts at the secondary level were:

1) Infusion of the Career Education concept into all classrooms.
2) Planning and implementation of the Ceres Career Education Cluster Model.
3) Creation of a consortium between California State College, Stanislaus, and the Ceres Unified School District to utilize the Career Education concept in Teacher Training.

A major vehicle for infusion was the Ceres Compendium of Career Education Infusion Activities, written by and for teachers. More than 1,300 infusion activities, categorized by academic subject area and cross-referenced to the 15 USOE career clusters, were developed.

To determine the effectiveness of the Cluster Model, a comprehensive study was made of selected courses. Experimental and control groups verified the hypothesis that utilization of Career Education concepts increased academic achievement.

Vocational

In their major activity, Vocational educators undertook to develop competency-based instruction in cognitive, affective, and psychomotor domains. Teacher selected vocational classes met with industry representatives to identify entry-level technical skills and standards of performance for each. In addition to technical skills, twenty behavioral objectives were identified by employers and emphasized in the five vocational classes.

Handicapped

Career Education Special Education objectives were refined and printed in a complete kit of eighty-five objectives for use by special education teachers.

Inservice

An inservice model was designed, developed, implemented and evaluated to assist teachers in achieving Career Education project goals. The Ceres Career Education Inservice Model is a viable system which can be exported to other districts, from preschool through adult education. The model is useful to districts and/or schools which are just embarking on career education programs as well as to districts which wish to refine ongoing career education programs. The model is based on such current educational practices as learning theory, behavioral objectives, and process and product evaluation, as well as the instructional techniques of simulation, gaming and values clarification.

Guidance

An Articulated Guidance Program designed to meet the needs of students through their school experience, preschool through grade twelve, was developed by a committee of teachers, counselors and administrators over a two-year period. Phase I of the Articulated Guidance Program was piloted on a limited scale this year. Preliminary results indicate that the staff found the procedures useful, meaningful and manageable.

EVALUATION

Evaluation of the project has been a joint effort of the district and the third party evaluator, Policy Studies in Education (PSE) of New York City. In September, 1975 PSE reviewed the project. From this review, objectives and activities were changed to become more clear and manageable. District responsibility included activity and process-monitoring while the external evaluator developed instruments and conducted statistical analyses.

CHANGES AND/OR PROBLEMS

The Elementary Matrix lacked the sophistication to measure the program which evolved; therefore a new set of expectations was created. New instruments were developed to measure expectancies.

Infusion at the secondary level was an extremely slow process. Strong leadership, extensive staff inservice, and the development of career education materials appropriate for subject matter courses were necessary to effect change.

SPECIAL ACTIVITIES

"Mighty Few"

A special Bicentennial Career Education program, titled "A Mighty Few" was successfully implemented. Over 200 students participated, receiving special instruction in career orientation, exploration and preparation courses. Part of the instruction took place during a three-week trip from California to the Washington D.C. area. They also visited many of the major business and industries across the nation where they learned much about civic responsibility first-hand.

Peanuts Venture

Ceres field tested the Peanuts Venture in grades 5, 8, 11. (The Peanuts Venture is a USOE contract to develop career education materials.)

Reduction of Sex-Stereotyping

A magazine written by elementary students highlighted the interests, skills and abilitites of workers in non-traditional roles.

Infusion activities included data about employment of women and minorities in such areas as job bias and the relationship of career to marital status and number of children.

Infusion activities were developed for handicapped students, with a kit of activities being produced for special education teachers.

An elective social science class, "The Changing Role of Women in Society," was offered during the last nine weeks of instruction at the junior high school.

SUMMARY AND CONCLUSION

The purposes of the CERES Career Education Project were the infusion of career education concepts into the general curriculum of elementary and secondary classrooms of the district, and the development of an articulated curriculum structure which would provide direction for students in career decision-making and preparation.

The results were the development of a comprehensive, sophisticated career education program which is replicable by other districts across the nation. As could be expected with the development of a program of such scope there were both problems and changes. A number of conclusions can be drawn from the results.

CONCLUSIONS

1. The development of a comprehensive career education cluster model is possible.
2. Infusion of career education into the regular program is possible at all levels.
3. Inservice is the single most important element in developing a change-oriented program.
4. Academic achievement is improved by a career education thrust.
5. Board and community support, plus capable leadership, is a critical component at all levels of the program.
6. The program becomes more sophisticated as changes accelerate.
7. Curricular innovations require systematic planning and utilization of all resources.
8. A collaborative effort which includes the business community appears most effective.
9. Commercial curricular materials often are not appropriate for a comprehensive program; therefore extensive materials were developed locally.
10. A systematic guidance approach is an integral element in any comprehensive program.

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DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
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CAREER EDUCATION PROGRAM

PARTICIPANT SUMMARY

NOTE. Participants include those DIRECTLY served by the project or, in the case of most parents and persons in the business/labor industry community, who actively assist in project implementation. "Actively assist" includes efforts such as serving as resource persons, serving on Advisory Groups, providing work experience, etc.

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NUMBER OF PARTICIPANTS (see NOTE above) WHO ARE	RACE/ETHNICITY (all Participants including Handicapped, Gifted and Talented, and Low Income)						OF THE TOTAL (column (6)) NUMBER WHO ARE			OF THE TOTAL (column (6)) NUMBER WHO ARE	
	AMERICAN INDIAN OR ALASKAN NATIVE (1)	ASIAN OR PACIFIC ISLANDER (2)	BLACK/ NEGRO (3)	CAUCASIAN/ WHITE (4)	HISPANIC (5)	TOTAL (sum of columns (1) through (5)) (6)	HANDICAPPED (7)	GIFTED AND TALENTED (8)	LOW INCOME (9)	MALE (10)	FEMALE (11)
STUDENTS											
ELEMENTARY (K-6)	23	6	15	1777	327	2148					
MIDDLE/JUNIOR HIGH (7-9)	8	4	5	623	84	724					
SENIOR HIGH (10-12)	9	7	19	1023	101	1159					
2-YEAR COLLEGE											
4-YEAR COLLEGE											
ADULTS (non-matriculated)											
SUB-TOTAL											
EDUCATIONAL PERSONNEL											
TEACHERS											
COUNSELORS											
ADMINISTRATORS											
MEMBERS OF THE BUSINESS/ LABOR/ INDUSTRY COMMUNITY											
PARENTS											
OTHER (specify)											
TOTAL											

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CHAPTER I

INTRODUCTION

Introduction to the Report

This report (Project Performance Report) covers the time period of July 1, 1975 through June 30, 1976. The Outline for Project Performance Reports was used in the preparation of this document. The letter and intent of the Outline was followed as closely as possible.

Our report will include a narrative treatment to give the reader an overview of the project as implemented. The appendix will include treatment of the data gathered from the Outline. The section following will explain the process of preparing this Report.

Process and Format Explanation

For the purpose of this report, the Outline for Project Performance Reports was followed very carefully. Each component manager was asked to submit an objective by objective report of 1) their major accomplishments; 2) progress under both learner outcome and process objective; 3) any changes in objective; 4) any anticipated change and/or problem; and 5) specific effort in decreasing stereotyping, both for the Interim as well as the Final Report. Instructions to the component managers are included as Appendix A, and the reports of component managers are included as Appendix B of this report.

The objective by objective report included objective management, activity management, time line, major accomplishments, and evaluation data columns.

This report will concentrate on the progress made during the entire project year. One of the strategies was to assign project component managers. These people were responsible for personalizing their objectives at their site, for communicating the project intent to their colleagues, and for conducting the activities to achieve the proposed objectives. Included in this report are each project managers'

assessment of major activities of their component. This monitoring procedure, while it has its weaknesses, has as its strength personal commitment and involvement by the people responsible for carrying out the day-to-day operation.

Organization of Remainder of This Report

The remainder of this report is organized as follows. Chapter II will be a component by component summary of the major accomplishments. Chapter III addresses the problems and changes encountered during project implementation. Chapter IV discusses dissemination activities and efforts. Chapter V delineates activities designed for reducing stero-typing. Chapter VI summarizes our evaluation procedure. Chapter VII presents our summary and conclusions.

CHAPTER II

This project includes ten components. The components treated in this chapter are K-6 Instructional, 7-12 Instructional, Vocational/Adult Education, Special Education (Handicapped), Guidance, Inservice K-12 and Higher Education Inservice and Administration. Evaluation and dissemination activities are discussed in a separate chapter. A summary of the accomplishments follow.

K-6 Instructional

A complete summary is given in the objective by objective section. Population served included 2,300 regular students - preschool through grade six and over 150 instructional aides, teachers, resource teachers and administrators. All activities were on target. There was a positive impact of career education on the academic achievement. This occured because school became an important work station in both teaching and learning terms and because the academics were related to the world of work. There was a general increase in understanding of career education activities and approaches as evidenced by the bulletin boards on display in many classrooms, in the requests for field trips and in the infusion of career education into the instructional program. Probably the greatest growth was in the pride of school site personnel concerning their career education program. It is now possible for school personnel to host a variety of site visitations. This is in contrast to the time when a limited number of classes, populations and techniques were available for visitations.

At the elementary level, the Articulated Guidance Program was introduced on a limited level at all schools; however, one elementary school piloted a model this school year.

Career objective pre and post tests were administered to primary and intermediate children. Reports were analyzed and reported to teachers. Academic standardized tests were also administered and reported. Results indicate that students were learning more that was able to be measured on the career education tests, so the career education matrix of objective was rewritten. Tests were then developed which were broader in scope and content. The tests were piloted and field tested in Ceres as well as in two neighboring school districts with similar socio-economic factors. A strength of the new tests is their lack of dependence of the students reading or writing ability; thus the test can more nearly assess career education condept without the interference of poor language skills.

7-12 Instructional

The secondary education program in Ceres consisted of Mae Hensley Junior High (grades 7 and 8), Ceres High School (grades 9-12), Argus High School (a continuation high school) and an Adult School concentrating on basic educational and high school requirements. Mae Hensley had a student population of about 750, Ceres High School 1,100, Argus 150 and the Adult School had somewhat more than 300 in attendance. The secondary program component in this project consisted of the school listed above plus a vocational section. The component was considered one program for articulation purposes but because of size and complexity, each of the above sections will be treated separtately.

Mae Hensley Junior High

This component was part of the secondary career education program. The junior high is composed of 750 students in grades seven and eight. Much of the preparation for the high school program is begun at the junior high level. The infusion of Career Education activities by the junior

high school teachers was only partially successful. The junior high continued the career education focus provided by their seventh and eighth grade guidance classes. Each student was required to take a nine week career guidance course at each grade level. The seventh grade student emphasis was on career and self awareness. The course included goals, objectives, student and teacher activities and an evaluation section. The eighth grade instruction emphasized making, career exploration, career planning and career guidance.

As students completed their course work and made a career decision, the information acquired was used in preparing their four year high school plan. The CERES Career Model was used as a base for the plan. The high school staff used the plan to schedule the student into freshman classes. The Kuder Interest Inventory, Comprehensive Test of Basic Skills and other tests were included. Students also participated in a local community wage survey.

New materials were developed and new media purchased. Vistors found many a visual clue to the career education activities at Mae Hensley Art and woodwork classes combined to design and produce bulletin boards and signs that are much in evidence at the junior high and the elementary schools. Tutoring at the elementary schools was one of the career exploratory activities. The training of tutors was under the auspices of the guidance department.

Field trips to the community included a citizen rider program where students rode with on-duty police officers. Students were also able to fly to San Francisco to explore transportation careers. Many students had never flown on an airplane before.

Ceres High School

An emphasis in the total CERES Project this year was the secondary education component. Much work was done in restructuring the high school program to better meet the needs of the population. Staff inservice for this present year started last summer and was ongoing.

Revitalizing the curriculum was essential to meet the needs of the students. Teachers in all subjects diversified their teaching methods and concentrated on relating their subject matter fields to career opportunities out in the world. This process was under way in Ceres High School, as evidenced by our revised edition of the Compendium of Career Education Infusion Activities.

New materials were developed. An infusion task force was active in developing these materials. The task force included teachers, administrators and counselors. Each person wrote infusion activities for their class. These activities were collected and included in the Ceres Compendium of Career Education Activities. Additionally, a check sheet was developed by the secondary facilitators to monitor the use of infusion activities by teachers and the results are available. The task force also provided inservice for all teachers on the use of the compendium and infusion activities. A management plan was developed to articulate current courses into the career education cluster model. Skill requirements for the core areas in the model were developed. English I and II and driver education/health classes were rewritten to emphasize the job application skills and an indepth study of a career avalibality. An English/Auto class was developed combining those two disciplines. A study was completed to determine the effects of the Career Education concept in student achievement in vocabulary and in reading comprehsion of technical information. There was one experimental group and two control groups. The study showed that

the utilization of Career Education concepts can increase academic achievement.(See Police Studies in Education Evaluation Section)

Vocation/Adult Education Introduction

The vocation educational effort at Ceres was an integral part of the total secondary curriculum adult education was included with vocational education because the thrust of the Ceres Adult School was to provide adults with vocational skills and/or a high school diploma.

Career education funds provided the district the opportunity to expand vocational and adult education offerings, identify the attitudinal skills necessary to find and maintain employment and begin identification of entry level technical skills appropriate to each vocational class. The district began the process of measuring student accomplishment of these skills in selected vocational classes. In addition, career education funds provided the district the opportunity to experiment with interdisciplinary programs such as auto-English. Sex sterectyping was reduced in some classes but more effort needs to be made, particulary in some departments.

Vocational Education

More work experience job stations were explored at three career education advisory committee meetings. Entry level technical skills were identified for five vocational classes. Teachers and the advisory committee developed performance levels and evaluation procedures and methods. In addition, 20 attitudinal behaviors were listed and validated by area employers as being important in holding jobs. Teachers and the advisory committee developed a checklist to be used by the five participating vocational classes.

Adult Education

Regional Occupation Program (ROP) classes in six occupational areas were made available to adult night students. Eleven ROP day classes were also available.

Other vocational classes were advertised in the adult community. All courses were listed in a brochure. In addition, radio and newspaper announcements were made. Meetings with the Comprehensive Employment Training Act representatives were held to coordinate needs and activities of both organizations. The adult school principal counseled all students who requested it.

Guidance

Even though guidance was an integral part of each component, it was felt that guidance was so important it should also be discussed separately.
Consideration is given in this program to the critical needs that confront students and to major steps that can be taken to strengthen the educational and counseling services to students. Ceres developed a guidance program known as the Articulated Guidance Program. This program is designed to meet the needs of students through their school experience, preschool through grade twelve. It was designed and developed by a committee of teachers, counselors and administrators over a two year period. Phase I of the Articulated Guidance Program was piloted on a limited scale this year. Preliminary results indicated that the staff found the procedures useful, meaningful and manageable.
Three workshops in articulated guidance were conducted during the school year. Staff members from each of the schools participated.
Two para-professionals were employed to carry out specific components of the project. A short evaluation procedure was prepared and completed at the end of the field test. The results indicated such positive results that the activity is being continued this year.

Handicapped

Over the past three and half years many good objectives and activities were developed using a unified format printed in kit form.
Each K-12 teacher of handicapped students used three of these objectives per

student each month. Student were given a pre test to ascertain their level of career education knowledge or concept development. Junior high school students were placed in school work experience situations. Ninety percent of the high school students were enrolled in vocational courses. Handicapped high school students organized their own company called the Handy Dandy Work Crew. They advertised and worked in the community.

As a result of the Career Education Special Education objectives being implemented in the various classes they have been refined and printed into a complete kit of eighty-five (85) specific objectives which can be used by a classroom teacher. This format was adapted by the county Master Plan for Special Education. The State Department of Education and County Department of Education have asked for a workshop using these materials.

K-12 Inservice

An inservice model, CERES Career Education Inservice Model was developed over the past few years. The model includes goals, objectives, pre and post tests, tasks, responsibilities and follow-up procedures. Over fifty elementary teachers and administrators were involved in summer inservice. Workshop emphasis included career edcation goals and objectives, infusion activities, community involvement, and career education visibility.

The secondary summer effort included over fifty educators (teachers, counselors, and administrators 7-12 including three outside district participants. Both products and process objectives were emphasized.

In October another workshop was attended by over fifty elementary teachers and administrators. A follow-up workshop of over 30 teachers and administrators attended a Christmas vacation session. One product of this inservice was the listing of new career edcuation competencies. Dr. Bob Blum from Denver worked with us on

this list. A new test based upon these concepts was developed by Policy Studies in Education of New York.

On site inservice was ongoing. The high school career education facilitator led many small group inservice sessions. Logs of activities were reported by elementary and secondary teachers. Administrators regularly reported on career education happenings at their schools. This served as inservice and motivation to other administrators. Nearly every administrative meeting (Principals, Administrative Council, Career Education Staff Meetings) included career education inservice.

Counselors and selected teachers at the junior high school and the high school have visited major industries. They also visited our local junior college to get a first-hand view of vocational offerings there. High school counselors met with junior high counselors to work out articulated four year plans for prospective senior high school students.

Higher Education

The local state college, California State College, Stanislaus, in consort with the district established a Career Education Field Center for inservice and preservice training. This was not funded through project funds, but it was considered an important part of the project. The college provided a full-time professor to provide the training to the 25 student teachers assigned to Ceres High School and Mae Hensley Junior High. District staff participated in the training sessions. Students develop two week career education units for their courses and a resource unit for career education as part of their training The district felt this field center was a significant step forward in preservice and inservice training programs. It was a blending of the resources of a college facility and staff with those of a Unified School district.

The higher education component through the Ceres Field Center, involved many teachers in inservice as they assisted the college in helping student teachers infuse career education into their assignments.

Experimental and control groups were established. The student teachers in the Ceres Field Center were the experimental group and Turlock student teachers the control group. The instruments were developed and data analyzed by Policy Studies in Education. The experimental group (Ceres) achieved significantly more cognitive knowledge about Career Education and both groups rated high on our attitudinal study.

Formal inservice provided for all staff, including preschool, elementary, handicapped, secondary (vocational and adult/continuing education) teachers, counselors and administrators. Inservice was ongoing and so pervasive and inclusive that it is difficult to summarize. It was felt that this effort produced a knowledgeable and supportive staff at all levels.

Administration

The CERES project had ten components which, under administrative direction, provided the organizational structure needed for implementation of the project. Each component had its own set of goals and objectives.

The administration component provided for selection of staff, leadership, comprehensive detailed planning of the effort, general management of the project, community awareness and involvement, dissemination activities, and budget management.

A Project Activities Management and Evaluation System (PAMES) document was used to monitor the progress of the project. The monitoring system included indications of progress towards objectives and completed activities. The data also included time lines, major accomplishments listed by component,

changes in objectives, evaluation data, anticipated changes, dissemination activities and special activities, such as sex and race sterotyping and the handicapped. Much of the data gathered is included in the appendix of this report.

Budget procedures were established and budget updates were given to the staff every two months. New personnel hired included a secondary facilitator, half-time guidance specialist, half-time secretary-bookkeeper and two guidance paraprofessionals. Interface activities included meeting with the local state college and State Career Education Task Force. In consort with the local college, a professional development center was proposed. Joint presentation were made with the State Career Education Task Force. A twice monthly meeting of the career edcuation staff provided a feedback and communication vehicle. Materials and minutes were distributed to all administrative staff and other interested persons.

Community involvement activities included regularly scheduled Career Education Advisory Committee meetings. One meeting, held in December, included all district advisory committees. Career education was a significant and viable part. Well over 150 community people participated. Teachers, counselors and students visited all major industries in the area. Community people visited all schools and records were kept. The community resource list was updated.

CHAPTER III

PROBLEMS AND CHANGES

One of the first tasks undertaken during the project year was the careful analysis of the proposed outcomes and activities of the proposal.

Project staff determined early in the analysis that there was a need to secure the services of an outside evaluator experienced in career education project evaluation. The firm, Policy Studies in Education of New York City, (PSE), was selected. With the help of the third party evaluators, the proposed activities and objectives were reviewed. Each was scrutinized as to what was proposed in terms of what was actually happening, what was proposed to occur, and what the desired condition should be. In many instances, there was redundancy between components, unclear statements as to intent and purpose, overlapping and lack of sequence in others. Once the purposes for each component were clarified, simple statements of intent were prepared. From this statement Policy Studies in Education and project staff decided which objectives would be measured by Policy Studies in Education, and which objectives Ceres would collect data and report information.

Major Changes

Changes were made in many of the objectives and/or activities. These changes are delineated in the objective by objective report (see Appendix B). Many of the changes occured because the actual instructional program had more scope and depth than it was expected to have. This may have happened for several reasons. First, more teachers have been exposed to career education inservice. Second, teachers infused career education into more of their classes. Third, the instructional performance became more sophisticated with the inservice and infusion. Fourth, student knowledge increased because of exposure to career education in more classes. Fifth, changes also occurred

because of the unusual reasons of time and personnel. The focus for this year was to emphasize the secondary level program. Therefore, the greatest number of changes occurred at the secondary level. The secondary site administrators assumed total responsibility for the career education program at the secondary school. A classroom teacher was freed to become the on-site facilitator. This combination expedited and accelerated the secondary program development.

Major Problems

The greatest problem that Ceres experienced has been explained in the introduction to this chapter. Namely, the proposed objectives and activities in terms of project management, implementation, monitoring, and evaluation were not as clear as needed. With the help of the third party evaluators, these objectives and activities were clarified, changed or modified. With the focus on the secondary level there was less time and energy for the elementary component. The intent was to spread the existing program to the entire elementary population. This in fact did occur. However, there was not enough time or personnel available to meet some of the anticipated needs. A workshop during Christmas vacation addressed the problem of the growth of the program. A new set of expectancies was developed and reviewed by the entire staff. Our third party evaluators (PSE) developed a new test which was piloted during the spring.

Another problem was the reluctance of some staff to implement whole-heartedly the concept of career education. While this was a very small number of people, they did exist and it was important that they be considered. Still another problem was the integration and articulation between regular education and special education. Again, lack of personnel and time prevented

this from occurring except on a very limited level.

While all of the stated problems were valid concerns that needed to be addressed, the source of the problems was inherent in the development of a sophisticated program.

CHAPTER IV

DISSEMINATION ACTIVITIES

The project staff had a strong sense of responsibility for the process(es) and product(s) to others both within and without the district.

Dissemination activities were of three main types. There was the internal dissemination of materials, techniques, approaches, and progress within the district. All existing communication systems were used for this articulation function. Career education items appeared regularly on administrative council, curriculum council, and principals' meeting agendas. Every effort was made to share within and between levels. Special meetings of career education practitioners and steering committees were held periodically. These meetings provided for additional sharing and tended to lend more authority and credibility to the practices that were shared.

Another local dissemination effort concentrates on informing the community of the career education program. This was done through agenda items on the school level parent organizations, the career education advisory committee, and the board of trustees meetings.

Conscious effort was made to keep the professional community, within and without California, informed as to the status of the Ceres program. Open communication was maintained with California Department of Education and the California State College System. Regular mailings were made to the project directors in other states. Requests for materials and assistance were honored. Visitors were hosted by project staff and by school site personnel. Presentations were made to districts and at conferences.

The third area was through the media center which was the core of the dissemination effort. The principal media functions were:

The delivery of instructional materials developed under the curriculum components of this project to the student population of the district, and

The communication of project activities to the community and throughout the state and nation.

The media center produces curriculum materials for all district students at the rate of approximately 30,000 printed impressions per day.

All products that were developed were available at cost only. An average of fifty items were disseminated outside the district each week.

The materials list was updated quarterly. An annotated bibliography was developed and disseminated.

Some of the more recent materials that were developed are:

Reading assessment program (including Career Education Infusion Hints) K-12

Career Education Inservice Model

Bulletin boards (visibility) for use in classrooms

Monitoring procedure for academic/Career Education infusion

Career Education Monographs

Curtain Time (Secondary Inservice)

Career Planning

Career Guidance, Exploration, and Planning, 8th grade guidance unit

Seventh Grade Guidance

Career Cluster Guidance

Regional Occupation Programs Guide

Revision of Compendium of Career Education Infusion Activities

Annotated Bibliography "Free To Be You And Me"

Additionally, the media center produced a monthly tabloid newspaper, VIEWPOINTS, which was disseminated to all households in the community.

News releases to the local newspapers and radio stations also were part of the community awareness program.

Requests for visits to Ceres schools were honored when at all possible.

Presentations were made to other districts upon request. A more complete list of presentations to other districts and at conferences as well as a partial listing of visitors to the Ceres site are included in Appendix D.

CHAPTER V

SPECIAL ACTIVITIES

Activities to Reduce Sex Stereotyping

A written set of criteria to judge/evaluate curriculum materials in terms of race and sex stereotyping was not developed. Different individuals viewed criteria in different ways. In general, there was an awareness on the part of staff members to watch materials more carefully than in the past. There was no inservice specifically designed to address the issue of reducing ethnic and sex stereotyping. Rather, the issue was an indirect part of other inservice sessions. The problem of stereotyping in commercial material was minimized in that limited numbers of materials was purchased primarily because there was not an abundance of appropriate or acceptable career education materials for use at various levels.

Project Staff Inservice

The project staff felt that there was a need to receive inservice themselves. Our evaluation consultant designed and implemented a communication workshop entitled "Combating Sexism Through Communciation Style Changes". The participants were project staff personnel.

Although combating sexism in schools was discussed, in terms of inservice with wide application the natural growth from expressed office and administrative staff interest instigated the implementation of assertive communication training. Objectives for the workshop were as follows:

1. The participants will be able to describe and role-play assertive communication, and will be able to describe stereotyped male and female communication styles.
2. Participants will increase the incidence of assertive communication in business, authority and personal relationships.
3. Participants will experience a sense of greater effectiveness and coping skill.

4. Participants will increase their scores on the questionnaire "Confident Communication".

The consultant developed presentation units in response to specific expressed needs. The classes involved a minimum of presentation, and a maximum of discussion and role playing. The pre test questionnaire, the sheet "Concepts and Theory", and the sheet of homework were typical.

Mid-term evaluation showed all respondents (4 out of 9 original participants) gained skills in assertive communication. The only negative element in the mid-term evaluation related to the time and place of the sessions, not their content. (See Appendix C)

Other Activities

* Many teachers had speakers representing careers not usually held by certain sexes.
* One elementary teacher arranged class visits by workers who have non-traditional roles; male nurses, etc. A magazine by the students including pictures, highlighted the interests, skills and abilities of the people was developed. This teacher had difficulty in securing men who were in non-traditional roles to agree to be identified in print.
* Materials purchased on race or sex stereotyping were displayed and distributed at the staff meetings.
* Several infusion activities included data about the employment of women regarding job bias, working regardless of marital status or number of children.
* Several infusion activities included data about the employment of racial or nationality minotities regarding job bias and salary discrimination.
* Secretarial staff received over 10 hours of inservice on sex stereotyping. Materials were purchased for this purpose.

* Handicapped -- A complete kit for special education teachers was developed and produced for distribution. It included objectives, activities, materials, and evaluation.

* Several infusion activities were developed for students in Special Education, English as a Second Language, and Educationally Handicapped areas.

* New information on careers for women -- projected ourse as an elective social science class, "The Changing Role of Women in Society", was offered beginning fourth quarter or last nine weeks of school at the junior high school.

* Sex stereotyping articles written by students appeared in three issues of the Ceres High School newspaper, The Barker.

CHAPTER VI

EVALUATION PROCEDURES

Evaluation of the project has been a joint effort of the district and the third party evaluator, Policy Studies in Education (PSE) of New York City. September, 1975, PSE reviewed our project. Out of this review of the project, objectives and activities were changed to become more clear and manageable. They (PSE) decided to evaluate some objectives and the district would evaluate others. The district responsibility was basically ongoing activity and process monitoring. This document is a result of this joint effort.

A chart summarizing the component implementation follows on the next page.

SUMMARY OF COMPONENT IMPLEMENTATION STATUS

PROJECT COMPONENTS	MANAGEMENT EVALUATION: OBJECTIVES									
	INTERIM			FINAL			SUMMARY			
	Number To Begin	Number Planned To End	Number Not On Time Planned	Number To Begin	Number Planned To End	Number Not On Time Planned	Total Number Planned	Total Number Implemented	Total Not Implemented	
CURRICULUM K–6	3	0	0	0	3	0	3	3	0	
CURRICULUM 7–12	7	0	0	0	11	0	11	11	0	
ADULT/CONTINUING EDUCATION	1	0	0	0	2	0	2	2	0	
SPECIAL EDUCATION/HANDICAPPED 1.0 – 6.0	3	3	0	0	3	0	3	3	0	
GUIDANCE	6	0	0	0	9	0	9	9	0	
COMMUNITY INVOLVEMENT	6	0	0	0	5	0	6	5	1	
IN-SERVICE K–12	12	0	0	0	9	1	12	8	4	
HIGHER EDUCATION PRE-SERVICE	4	0	0	0	2	0	4	2	2	
EVALUATION	10	4	0	0	10	0	10	10	0	
DISSEMINATION	4	0	0	0	4	0	4	4	0	
ADMINISTRATION	7	6	1	0	6	0	7	6	1	
	63	13	1	0	64	1	71	63	8	

CHAPTER VII

SUMMARY AND CONCLUSION

The purposes of the CERES Career Education Project were the infusion of career education concepts into the general curriculum of elementary and secondary classrooms of the district; and the development of an articulated curriculum structure that provides direction for students in career decision making and preparation.

The results were the development of a comprehensive sophisticated career education that is replicable by other districts across the nation. As with the development of such a program, there were both problems and changes. A number of conclusions can be drawn from the results.

CONCLUSIONS

1. The development of comprehensive career education cluster model was possible.
2. Infusion of career education into the regular program was possible at all levels.
3. Inservice was the single most important element in developing a change oriented program.
4. Academic achievement was favorably impacted by a career education thrust.
5. Board and community support plus capable leadership was a critical component at all levels of the program.
6. The program became more sophisticated as change accelerated change.
7. Curricular changes required systematic planning and utilization of of all resources.
8. The collaborative effort including the business community appeared most effective.
9. Commercial curricular material were not appropriate for a comprehensive program therefore local materials were developed locally.
10. A systematic guidance approach was an integral element of the comprehensive program.

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APPENDIX A

INSTRUCTIONS
FOR
PROJECT PERFORMANCE REPORT

TO: Component Managers Date: January 6, 1976

FROM: Marilyn Hildebrandt

RE: Component Changes in Objectives and/or Activities

Attached you will find the necessary forms and directions for submitting the changes in activities and/or objectives. This information is necessary for two reasons: First, we need a current status report, and second, we must keep the U.S. Office of Education informed as to our progress.

If you have any questions, please call me.

INSTRUCTIONS
FOR
PROJECT PERFORMANCE REPORT

Column F

State one program objective per page.

Column G

Put an X in the column "Objective Met, "Objective in Progress" or "Objective Not Met". If the objective was to be completed during this time frame, but was not completed, (whether still in progress or not) put an X in the "Objective Not Met" column.

If the column "Objective Not Met" is marked, put the proper number in the column titled Reason(s) Code. Please attach explanation.

REASON CODE

1. Time
2. Materials
3. Personnel
4. Time frame inappropriate
5. Objectives changed
6. Objectives eliminated
7. Other - please identify

Column H

The same directions for filling out Column G should be followed for Column H, with the exception that an objective still in progress, but not complete at the end of the project will be marked "Objective Partially Met".

Please remember that the time frame for Column H is the period January through June 30.

Column I

List the activities in this column. List only those activities which are related to the objective and needed to successfully complete the objective.

Column J

Put an X in the column "Activity Met", "Activity in Progress" or "Activity Not Met". If the activity was not to be completed during this time frame, but is in progress of completion, put an X in the column "Activity in Progress". If the activity was to be met during this time frame, but was not completed (whether still in progress or not) put an X in the column "Activity Not Met".

If the column "Activity Not Met" is marked, put the proper number in the column titled Reason(s) Code. Please attach explanation.

REASON CODE

1. Time
2. Materials
3. Personnel
4. Time frame inappropriate
5. Objective changed (please indicate change)
6. Objective eliminated
7. Other - please identify

If the activity was not planned to start during this time frame, place a line through Column J.

Column K

The same directions for filling out Column J should be followed for Column K, with the exception that an activity still in progress but not complete at the end of the project will be marked "Activity Partially Met".

Remember that the time frame for Column K is the period January through June 30.

APPENDIX B

REPORT

OF

COMPONENT MANAGERS

PROJECT PERFORMANCE MANAGEMENT
FOR

K-6 Curriculum — COMPONENT: Career Education — RESPONSIBILITY: Virginia Lish

OBJECTIVE MANAGEMENT									ACTIVITY MANAGEMENT									TIME LINE															
	INTERIM				FINAL					INTERIM				FINAL				INTERIM						FINAL								
PROGRAM OBJECTIVE (F)	Objective Met	Objective In Progress	Objective Not Met	Reason(s) Code	Objective Met	Objective Past Mid-Pt.	Objective Not Met	Reason(s) Code	ACTIVITIES (I)	Activity Met	Activity In Progress	Activity Not Met	Reason(s) Code	Activity Met	Activity At Mid-Pt.	Activity Not Met	Reason(s) Code	July	August	September	October	November	December	January	February	March	April	May	June				
1.0 By May, 1976, the grades K-6 program pupils will show growth in awareness, knowledge, attitudes, and skills related to careers by attaining mean scores on the locally-developed Career Objectives Tests that will meet or exceed those of similar grade groups of pupils tested in May, 1975.		(G) X			X	(H)			1.1 Administer pre-test.	X	(J)			X	(K)					X---X	(L)										
									1.2 Conduct item analysis.	X				X						X---X												
									1.3 Establish profile.		X			X						X----------X											
									1.4 Determine possible instructional methods/strategies.		X			X						X----------X											
									a. Conduct survey of community resources and materials to meet conditions in 2.	X				X					X----------X												
									b. Select and/or develop appropriate materials.	X				X						X----------X											
									1.5 Conduct match/mismatch between 2 and 4.	X				X							X----------X										
									1.6 Select instructional methods/materials.	X				X							X----------X										
									1.7 Implement instructional process.		X			X						X----------X											
									1.8 Monitor student progress.		X			X						X----------X											
									1.9 Post-test.																	X----X					
									1.10 Report results.																			X----X			

MAJOR ACCOMPLISHMENTS UNDER EACH OBJECTIVE	EVALUATION DATA
1.0 Test schedule developed Education Objectives Tests (ICOT and PCOT) grades 1-6. Sessions conducted for interview team. Career Education Tests (ICOT and PCOT) 50% random sample elementary population. Results tabulated and analysed. Educational program implemented. New versions of Career Objectives Tests (ICOT and PCOT) for grades 3 and 6 were piloted and field tested. Two adjacent skill districts participated as control groups to validate the new instrument. The instrument which was developed by Policy Studies in Education is appended to this report. The Career Education Matrix at the third and sixth grade level was expanded to be more in tune with the actual instruction program. (20% of the staff was involved in the development of the expectancies. All staff reviewed the expectations.)	Primary This objective was achieved by the primary girls at one school, but not by the district as a whole. This objective was achieved by the intermediate boys and girls at one school, but not by the district as a whole. Intermediate This objective was met only at one school, Caswell, and was not met for the district as a whole. COMMENTS: Differences between boys and girls, which had been significant in other years, did not appear in the 1976 post tests for the intermediam group. New version were developed, piloted and field tested.

PROJECT PERFORMANCE MANAGEMENT
FOR

Kmh Curriculum — COMPONENT

Career Education

Virginia Lish — RESPONSIBILITY

OBJECTIVE MANAGEMENT									ACTIVITY MANAGEMENT								TIME LINE											
	INTERIM				FINAL					INTERIM				FINAL			INTERIM						FINAL					
PROGRAM OBJECTIVE (F)	Objective Met	Objective in Progress	Objective Not Met	Reason(s) Code	Objective Met	Objective Part. Met	Objective Not Met	Reason(s) Code	ACTIVITIES (I)	Activity Met	Activity in Progress	Activity Not Met	Reason(s) Code	Activity Met	Activity Part. Met	Activity Not Met	Reason(s) Code	July	August	September	October	November	December	January	February	March	April	May	June
2.0 In May, 1976, the grades 2,4 and 6 program pupils' mean scores on standardized tests in reading and mathematics will be at least one month more favorable in relation to national grade norms than those of similar grade groups of pupils tested in May, 1975.	X	(G)			X	(H)			2.1 Administer pre-test.	X	(J)			X	(K)					X	X	X	(L)						
									2.2 Conduct item analysis.	X				X						X	X	X							
									2.3 Establish profile.	X				X						X							X		
									2.4 Determine possible instructional methods/strategies.	X				X						X							X		
									2.4.1 Conduct survey of community resources and materials to meet conditions in 1.2.	X				X					X				X						
In May, 1976, the grades 2, 4 and 6 program pupils' mean scores on standardized tests in reading and mathematics will be at least one month more favorable in relation to national grade norms than they were for the same pupils in September, 1975.	X				X				2.4.2 Select and/or develop appropriate materials.	X				X							X				X				
									2.5 Conduct match/mismatch between 1.2 and 1.4.	X				X								X				X			
									2.6 Select instructional mathods/materials.	X				X								X		X					
									2.7 Implement instructional process.	X				X						X									X
									2.8 Monitor student progress.	X				X						X								X	
									2.9 Post-test.																	X	X	
									2.10 Report results.																		X	X

MAJOR ACCOMPLISHMENTS UNDER EACH OBJECTIVE	EVALUATION DATA
2.0 Academic testing of elementary students using the Comprehensive Tests of Basic Skills (CTBS). Data processed, analyzed and reported to teachers. Pretest academic impact objective. Tests administered on schedule, results tabulated and analyzed by teachers, administrators, curriculum specialists, etc. Instructional program implemented. Interim and post tests were administered on schedule, results tabulated and analyzed by teachers, administrators, curriculum personnel, etc.	Comparison of pre-post results of the Comprehensive Tests of Basic Skills administered in September, 1975, and May, 1976, of grades 2, 4, and 6. See Tables of Narrative. Comparison of the May 1976, Comprehensive Tests of Basic Skills results with the results of the CTBS of May, 1975, grades 2, 4, and 6.

PROJECT PERFORMANCE MANAGEMENT
FOR

Secondary Curriculum: 7th Grade — COMPONENT: Career Education — RESPONSIBILITY: Jack Davis

OBJECTIVE MANAGEMENT										ACTIVITY MANAGEMENT										TIME LINE											
	INTERIM					FINAL					INTERIM					FINAL				INTERIM						FINAL					
PROGRAM OBJECTIVE (P)	Objective Met	Objective In Progress	Objective Not Met	Reason(s) Code		Objective Met	Objective Part. Met	Objective Not Met	Reason(s) Code	ACTIVITIES (I)	Activity Met	Activity In Progress	Activity Not Met	Reason(s) Code		Activity Met	Activity Part. Met	Activity Not Met	Reason(s) Code	July	August	September	October	November	December	January	February	March	April	May	June
1.0 90% of the pupils will supply a satisfactory description of their personalitites, abilities, and interests and will state the relationship between them and the choice of a future job.	X	(G)				X	(H)			1.1 Course guides will be updated to better utilize media and materials available at the school site associated with these objectives.	X	(J)					(K)			X					(L) X					
										1.2 Upgrade and develop new classroom materials.		X				X				X										X
The students will be able to identify the occupational clusters to which his personality, aptitude, interests and abilities best relate.	X					X				1.3 Inservice to provide teachers with background information so they can better assist students in relating their interests, abilities and aptitude to career of their choice.		X				X				X										X
										1.4 Inservice to develop teacher and counselor assisting students in career awareness.		X					X			X										X
										1.5 Inservice to assist staff on how to better utilize community resources.		X				X				X										X
										1.6 Inservice to assist staff in becoming aware of available career information.		X				X				X										X

MAJOR ACCOMPLISHMENTS UNDER EACH OBJECTIVE	EVALUATION DATA
1.0 Use major accomplishments listed below: a. Implement a retraining program to help staff more efficiently and effectively infuse and teach career education concepts and evaluate subsequent outcomes. b. Preparation of changing role of woman in Society Course infused with career education information and concepts to assist students in understanding occupational de-stereotyping. c. Field trip to Yosemite National Park and tour conducted by Park naturalist to increase student awareness of recreational careers. d. Field trip to California State College Stanislaus Biology and Chemistry Departments, tour conducted by college staff to increase student awareness of Biology and Chemistry careers. e. Field trip to Alcatraz Island to increase student awareness of Penal Institution careers. f. Regular inservice activities conducted in faculty meetings, discussion of new media and materials available to all faculty members and provision of opportunities for faculty members to choose and purchase career education materials appropriate for their curriculum.	About 85% of the 7th grade students described their personalities, abilities, and interests; and how they related to their career choice. Student folders are on record. See the report by Policy Studies in Education on 7th grade testing.

PROJECT PERFORMANCE MANAGEMENT
FOR

Secondary Curriculum: 7th Grade (COMPONENT) — Career Education — Jack Davis (RESPONSIBILITY)

OBJECTIVE MANAGEMENT									ACTIVITY MANAGEMENT								TIME LINE											
	INTERIM				FINAL					INTERIM				FINAL			INTERIM						FINAL					
PROGRAM OBJECTIVE (F)	Objective Met	Objective in Progress	Objective Not Met	Reason(s) Code	Objective Met	Objective Part. Met	Objective Not Met	Reason(s) Code	ACTIVITIES (I)	Activity Met	Activity in Progress	Activity Not Met	Reason(s) Code	Activity Met	Activity Part. Met	Activity Not Met	Reason(s) Code	July	August	September	October	November	December	January	February	March	April	May	June
2.0 90% of the pupils will supply a satisfactory description of a wide variety of careers and interrelated occupations and will state how they can obtain basic information about careers.		(G) X			X	(H)			2.1 Completion of 7th grade guidance class by all 7th grade students.	X	(J)			X	(K)			X					(L) X					

MAJOR ACCOMPLISHMENTS UNDER EACH OBJECTIVE	EVALUATION DATA
2.0 Approximately 350 students successfully completed the 7th grade career guidance classes as a mandatory course required for graduation.	Over 90% of the students successfully completed the acitivities in the 7th grade career guidance class that portion of this objective. The results of these activities are in student folders.

PROJECT PERFORMANCE MANAGEMENT
FOR
Career Education

Secondary Curriculum: 8th Grade
COMPONENT

Jack Davis
RESPONSIBILITY

OBJECTIVE MANAGEMENT										ACTIVITY MANAGEMENT										TIME LINE											
	INTERIM				FINAL						INTERIM				FINAL					INTERIM						FINAL					
PROGRAM OBJECTIVE (F)	Objective Met	Objective In Progress	Objective Not Met	Reason(s) Code	Objective Met	Objective Part. Met	Objective Not Met	Reason(s) Code		ACTIVITIES (I)	Activity Met	Activity In Program	Activity Not Met	Reason(s) Code	Activity Met	Activity Part. Met	Activity Not Met	Reason(s) Code		July	August	September	October	November	December	January	February	March	April	May	June
3.0 Students will develop career plans for the career of their choice to include:	X	(G)			X	(H)				3.1 Upgrade present curriculum guide.	X	(J)			X	(K)				X					(L) X					X
A four year high school course plan.	X				X					3.2 Upgrade and develop new classroom materials.	X				X					X										
List possible related clubs, activities and work experience.	X				X					3.3 Develop procedures for more parent involvement in student career planning.		X			X					X										X
Evidenced by completion of this product.										3.4 Update suggested four year high school course plan for each career area.	X				X					X		X								
Students will schedule for high school class with the counselor according to this career plan.	X				X					3.5 Update career area guide for each career area.	X				X					X		X								
										3.6 Inservice for teacher and counselor on assisting students in developing career plans.		X			X					X										X
										3.7 Develop and implement plan for parent involvement in the career plan.		X			X					X										X

MAJOR ACCOMPLISHMENTS UNDER EACH OBJECTIVE	EVALUATION DATA
3.0 Suggested four year high school career plans were developed for the 17 Ceres Career Clusters. Junior High and High School counselors worked with 8th grade students to develop individual four year career plans based on their career choice. The students were scheduled for their 9th grade classes based on this four year plan.	This objective was met by over 90% of the 8th grade students. Evidence is a part of the career folder for each student.

PROJECT PERFORMANCE MANAGEMENT
FOR
Career Education

Secondary Curriculum: 8th Grade
COMPONENT

Jack Davis
RESPONSIBILITY

OBJECTIVE MANAGEMENT										ACTIVITY MANAGEMENT										TIME LINE											
	INTERIM				FINAL						INTERIM				FINAL					INTERIM						FINAL					
PROGRAM OBJECTIVE (F)	Objective Met	Objective In Progress	Objective Not Met	Reason(s) Code	Objective Met	Objective Part. Met	Objective Not Met	Reason(s) Code		ACTIVITIES (I)	Activity Met	Activity In Process	Activity Not Met	Reason(s) Code	Activity Met	Activity Part. Met	Activity Not Met	Reason(s) Code		July	August	September	October	November	December	January	February	March	April	May	June
4.0 90% of the pupils will be able to supply a description of their own abilities, interests and life styles, state their relationship to the world of work, identify and apply components of the decision making process and develop a four-year high school course plan.		(G) X			X	(H)				4.1 Upgrade present course guide.	X	(J)			X	(K)				X—			—X		(L)						
										4.2 Upgrade and develop new classroom materials.	X				X					X—					—X						
										4.3 Provide teachers with background information to better help students in career exploration activities and inservice on teaching the decision making process.		X			X					X—											—X

MAJOR ACCOMPLISHMENTS UNDER EACH OBJECTIVE	EVALUATION DATA
4.0 Approximately 342 students successfully completed the 8th grade career guidance classes that included activities related to identifying students abilities, interests, and life styles as they relate to the world of work.	Over 90% of the students successfully completed the acitivities in the 8th grade career guidance class that pertain to this objective. Results of these activities are in the student folders.

PROJECT PERFORMANCE MANAGEMENT
FOR

Secondary Curriculum: 9th Grade — COMPONENT

Career Education

Max Hammond — RESPONSIBILITY

OBJECTIVE MANAGEMENT									ACTIVITY MANAGEMENT									TIME LINE											
	INTERIM				FINAL					INTERIM				FINAL				INTERIM						FINAL					
PROGRAM OBJECTIVE (F)	Objective Met	Objective In Progress	Objective Not Met	Reason(s) Code	Objective Met	Objective Part. Met	Objective Not Met	Reason(s) Code	ACTIVITIES (I)	Activity Met	Activity In Progress	Activity Not Met	Reason(s) Code	Activity Met	Activity Part. Met	Activity Not Met	Reason(s) Code	July	August	September	October	November	December	January	February	March	April	May	June
		(G)				(H)					(J)				(K)								(L)						
1.0 90% of the students will demonstrate knowledge and ability to apply the following job application job skills:		X			X				1.1 Upgrade present course guide.	X				X														
									1.2 Upgrade and develop new materials.	X				X				X	———	X								
a. Correctly complete three different or more job application forms.		X			X				1.3 Inservice with teachers, counselors and personnel director from business and industry.		X			X				X	———	X								
b. Correctly write three or more different job application letters.		X			X				1.4 Establish list of speakers on job application skills.		X			X				X	———	X								
c. Demonstrate proper procedure in a mock interview.		X			X																							
d. Complete in writing a personal resume.		X			X																							
e. List six or more sources of finding job opportunities.	X				X																							

MAJOR ACCOMPLISHMENTS UNDER EACH OBJECTIVE	EVALUATION DATA
1.0 Systems and materials have been developed for the successful teaching of: 1. Completing job application forms. 2. Writing a job application letter. 3. Using proper procedure in an oral interview. 4. Completing a resume in writing. 5. Listing sources of finding job opportunities. Over forty hours of inservice has taken place including guidance and teachers of freshman English. A list of speakers on job application skills has been established.	66% of the students tested by teacher designated test successfully demonstrated the proper procedure used in a mock interview. A random sample of students were tested in May of 1976, using a Policy Studies in Education designed test to determine the degree to which the balance of the objectives were reached. See the report by Policy Studies in Education on the 9th grade testing.

PROJECT PERFORMANCE MANAGEMENT
FOR

Secondary Curriculum: 7-12 Infusion
COMPONENT

Career Education

Max Norwood
RESPONSIBILITY

OBJECTIVE MANAGEMENT									ACTIVITY MANAGEMENT									TIME LINE											
	INTERIM				FINAL					INTERIM				FINAL				INTERIM						FINAL					
PROGRAM OBJECTIVE (F)	Objective Met	Objective In Progress	Objective Not Met	Reason(s) Code	Objective Met	Objective Part. Met	Objective Not Met	Reason(s) Code	ACTIVITIES (I)	Activity Met	Activity In Progress	Activity Not Met	Reason(s) Code	Activity Met	Activity Part. Met	Activity Not Met	Reason(s) Code	July	August	September	October	November	December	January	February	March	April	May	June
2.0 Teachers will increase the infusion of career education concepts and activities into their regular instructional practice.		(G) X				(H) X			2.1 Expand the existing Ceres Compendium of Classroom Infusion activites for teacher use in all subject areas.	X	(J)			X	(K)			X		X			(L)						
									2.2 Teacher inservice on use of the compendium in all classrooms.	X				X				X		X									
									2.3 Develop materials for infusion activities in all subject areas.		X			X				X											X
									2.4 Develop and implement a plan for articulation of infusion activities to avoid unnecessary duplication.		X			X				X											X
									2.5 Inservice for counselors on how to assist classroom teacher in using infusion.		X			X				X											X
									2.6 Update the secondary career education objective matrix to service as a guide for infusion activities.			X	1	X				X		X									
									2.7 Development of teaching units with student materials infusing the Career Education concept in all subject areas.			X	1	X				X		X									
									2.8 Revising existing course guides to include Career Education objectives and activities.		X			X				X											X

MAJOR ACCOMPLISHMENTS UNDER EACH OBJECTIVE	EVALUATION DATA
2.0 An infusion Task Force was selected and organized. This task force included teachers, administrators and counselers. They met during the summer (Curtain Time) inservice session plus many special planning sessions. They planned and organized these activities. In-service was provided to all staff members on how to use the Ceres Compendium of Career Education Infusion Activities. Each staff member wrote infusion activities for their classrooms. Infusion activities developed and taught by are recorded and collected by the facilitator. A check sheet for monitoring how often infusion activities are used in the classroom has been developed. Results are gathered each week. (See in-service 7-12 objective #1) (See in-service 7-12 objective #2) Career Education objectives were included in all courses in the high school curriculum.	A pre-test was administered to all staff members on their understanding of infusion. Records indicated that over 75% of the teachers included the infusion of career education concepts and activities in their regular instruction practices.

Secondary Curriculum: 9 - 12
Academic Cluster Articulation

COMPONENT

PROJECT PERFORMANCE MANAGEMENT
FOR
Career Education

Max Norwood
RESPONSIBILITY

OBJECTIVE MANAGEMENT										ACTIVITY MANAGEMENT										TIME LINE											
	INTERIM				FINAL						INTERIM				FINAL					INTERIM						FINAL					
PROGRAM OBJECTIVE (F)	Objective Met	Objectives In Progress	Objectives Not Met	Reason(s) Code	Objective Met	Objectives Part. Met	Objective Not Met	Reason(s) Code		ACTIVITIES (I)	Activity Met	Activity In Progress	Activity Not Met	Reason(s) Code	Activity Met	Activity Part. Met	Activity Not Met	Reason(s) Code		July	August	September	October	November	December	January	February	March	April	May	June
		(G)				(H)						(J)				(K)								(L)						
3.0 Teachers will develop a plan to articulate academic subjects in the area of math/science, humanities communication and consumer competency with 17 identified occupational clusters.		X			X					3.1 Select a committee for planning.	X				X													X	X
										3.2 Develop guidelines and time line.	X				X													X	X
										3.3 Complete suggested plan.	X				X					X			X						X	X
										3.4 Get total staff input.		X			X							X			X					
										3.5 Revise plan as needed.		X			X								X		X					
										3.6 Develop materials needed.		X			X								X			X				
										3.7 Develop plan for staff inservice.		X			X										X			X		
										3.8 Conduct staff inservice.		X			X											X			X	
										3.9 Involve the community resources where appropriate.		X			X					X										X
										3.10 Complete program for implementation.		X			X													X	X	

MAJOR ACCOMPLISHMENTS UNDER EACH OBJECTIVE	EVALUATION DATA
3.0 1. A secondary Career Education Committee has been established including teachers and support personnel in most secondary curriculum areas. 2. Task forces have been established for the implementation of the career education model including infusion and guidance. 3. A management plan with goals has been developed to articulate core areas (Math/Science, Humanities, Communication and Consumer competencies) to clusters. 4. A workshop was developed by the implementation task forces and presented to fifty junior high school and secondary school teachers to explain the objectives of the project and enlist aid in its implementation. 5. Workshop participants were pre-tested and post-tested to determine the effectiveness of the workshop in improving attitudes toward career education philosophy and improving the understanding of the "Career Model". Test results indicated a significant improvement in the understanding of the Career Model. 6. Inservice was provided for all secondary and junior high teachers to explain the objectives of the project and enlist aid in its implementation. 7. All secondary and junior high teachers were pre-tested to provide base line data regarding attitudes about career education and knowledge of the Career Model. 8. Task forces have been established for each of the core areas for the purpose of articulating core areas with the needs of the cluster areas. Goals and objectives have been established to partially affect these cluster needs. 9. A special course (Auto/English) Has been designed and implemented to test the effectiveness of using cluster jargon to teach communications skills. 10. All members of the secondary staff and junior high staff have been given the opportunity to provide input regarding the articulation plan. Adjustments were made in the plan.	A general articulation plan was developed. The specific activities needed in this plan were not completed.

PROJECT PERFORMANCE MANAGEMENT
FOR
Career Education

Secondary Curriculum-Auto English
COMPONENT

Max Norwood
RESPONSIBILITY

OBJECTIVE MANAGEMENT										ACTIVITY MANAGEMENT										TIME LINE											
	INTERIM				FINAL						INTERIM				FINAL					INTERIM						FINAL					
PROGRAM OBJECTIVE (F)	Objective Met	Objective In Progress	Objectives Not Met	Reason(s) Code	Objective Met	Objective Part. Met.	Objective Not Met.	Reason(s) Code	ACTIVITIES (I)	Activity Met	Activity In Progress	Activity Not Met	Reason(s) Code	Activity Met	Activity Part. Met.	Activity Not Met.	Reason(s) Code	July	August	September	October	November	December	January	February	March	April	May	June
4.0 60 percent of the pupils will acquire Auto Electrical Systems information and learn vocabulary words with overlap English and Auto Electrical Systems to a satisfactory level of performance.		(G) X			X	(H)			4.1 Select control and experimental classes.	X	(J)			X	(K)							X	(L)						
									4.2 Determine objective (Vocabulary & Content)	X				X								X								
									4.3 Develop instruments.	X				X									X							
									4.4 Write curriculum units.					X										X--X					
									4.5 Pre-test groups.					X											X				
									4.6 Teach unit.					X											X--X			
									4.7 Post-test.					X													X		
									4.8 Analyze data.					X													X		
									4.9 Develop conclusion & recommendation					X														X	

MAJOR ACCOMPLISHMENTS UNDER EACH OBJECTIVE	EVALUATION DATA
4.0 Experimental group and two control groups have selected. Compatibility has been determined. The experimental group has an English teacher working with the students in the auto shop plus a regular English class. One control group has auto and English separate. Another control group has English but no auto. Pre and post tests were developed by Policy Studies in Education. It measured achievement in vocabulary and technical reading comprehension. As a result of his experience in the auto shop this year, the English teacher thinks that he will be in a position to compliment the course even more during the 1976-77 school year.	Students in the experimental group achieved significantly more in vocabulary and comprehension in reading technical material than did the two control groups. See the report by Policy Studies in Education on Auto English.

Secondary Curriculum: Work Experience
COMPONENT

PROJECT PERFORMANCE MANAGEMENT
FOR
Career Education

Jack Rudd
RESPONSIBILITY

OBJECTIVE MANAGEMENT										ACTIVITY MANAGEMENT										TIME LINE											
	INTERIM				FINAL						INTERIM				FINAL					INTERIM						FINAL					
PROGRAM OBJECTIVE (F)	Objective Met	Objective In Progress	Objective Not Met	Reason(s) Code	Objective Met	Objective Part. Met	Objective Not Met	Reason(s) Code		ACTIVITIES (I)	Activity Met	Activity In Progress	Activity Not Met	Reason(s) Code	Activity Met	Activity Part. Met	Activity Not Met	Reason(s) Code		July	August	September	October	November	December	January	February	March	April	May	June
1.0 Work Experience Job Stations will be closely related to the student's career program. Work Experience Coordinators records.		(G) X				(H) X		7		1.1 More vocational work stations will be developed.		(J) X				(K) X		7		X					(L)						X
										1.2 Community advisory committee will be used to contact business and industry to create job stations.		X				X				X											X

MAJOR ACCOMPLISHMENTS UNDER EACH OBJECTIVE	EVALUATION DATA
1.0 The Work Experience Coordinator worked with employers in the community to develop as many vocational job stations as possible. This was one of the topics of discussion at the advisory committee meetings on August 28, October 16 and December 9, 1975. At these advisory committee meetings, members agreed to help create vocational job stations. Objectives and activities only partially met due to time constraints placed on Work Experience Coordinator by "Mighty Few" Career Education Activity.	Work Experience records show the following: 1974-75 43 Vocational work stations 1975-76 34 Vocational work stations

Secondary Curriculum: Vocational Education Program
COMPONENT

PROJECT PERFORMANCE MANAGEMENT
FOR
Career Education

Jack Rudd
RESPONSIBILITY

OBJECTIVE MANAGEMENT										ACTIVITY MANAGEMENT										TIME LINE											
	INTERIM					FINAL					INTERIM					FINAL				INTERIM						FINAL					
PROGRAM OBJECTIVE (F)	Objective Met	Objective in Progress	Objective Not Met	Reason(s) Code		Objective Met	Objective Part. Met	Objective Not Met	Reason(s) Code	ACTIVITIES (I)	Activity Met	Activity in Progress	Activity Not Met	Reason(s) Code		Activity Met	Activity Part. Met	Activity Not Met	Reason(s) Code	July	August	September	October	November	December	January	February	March	April	May	June
		(G)					(H)					(J)					(K)								(L)					
2.0 60% of the pupils who complete at least one year of a selected vocational skills course will reach a level of proficiency in technical skills which will make them employable.		X				X				2.1 Determine vocational classes to be evaluated by this objective.	X					X						X----X							
										2.2 Identify target population within the vocational program to be evaluated by this objective.	X					X						X----X							
										2.3 Develop a checklist of technical skills needed by students to become employ - able at the end of the vocational period.	X					X							X----X						

MAJOR ACCOMPLISHMENTS UNDER EACH OBJECTIVE	EVALUATION DATA
2.0 Five vocational classes were selected. Advisory Committee meetings were held to identify entry level technical skills. Teachers were paid to: a. identify at least 10 measurable entry level technical skills correlated to advisory committee information. b. establish a standard of performance for each of the skills identified. c. prepare a method of evaluation for the skills identified. d. develop a checklist to record attainment of proficiency. e. teach technical skills throughout the school year. f. evaluate proficienty at the end of the year.	The assumption was made that students would be considered employable if they achieved proficiency in 75% of the technical skills evaluated by the instructor. The following charts indicates the % of students deemed employable by this criteria: Class — % of Students Employable Health Occupations — 100% Secretarial Training — 87% Greenhouse Employee Training — 85% Bookkeeping — 62.5% Mobile Equipment — 50%

Secondary Curriculum:
Vocational Education Program

PROJECT PERFORMANCE MANAGEMENT
FOR
Career Education

Jack Rudd

COMPONENT

RESPONSIBILITY

OBJECTIVE MANAGEMENT									ACTIVITY MANAGEMENT									TIME LINE											
	INTERIM				FINAL					INTERIM				FINAL				INTERIM						FINAL					
PROGRAM OBJECTIVE (F)	Objective Met	Objective In Progress	Objective Not Met	Reason(s) Code	Objective Met	Objective Part. Met	Objective Not Met	Reason(s) Code	ACTIVITIES (I)	Activity Met	Activity In Progress	Activity Not Met	Reason(s) Code	Activity Met	Activity Part. Met	Activity Not Met	Reason(s) Code	July	August	September	October	November	December	January	February	March	April	May	June
3.0 60% of the pupils who complete at least two semesters of selected vocational classes will reach a level of proficiency in attitudinal skills which will make them employable.		(C) X				(H) X			3.1 Determine vocational classes to be evaluated by this objective.	X	(J)			X	(K)					X——X			(L)						
									3.2 Identify target population within the vocational program to be evaluated by this objective.	X				X						X——X									
									3.3 Develop a checklist of attitudinal skills needed by students to become employable at the end of the vocational program.	X				X							X——X								

MAJOR ACCOMPLISHMENTS UNDER EACH OBJECTIVE

3.0 1. Five vocational classes were selected.

2. A list of 32 "Student Behaviors in Vocational Classes that May Predict Worker Behaviors" was developed by Policy Studies in Education and distributed to all Career Education and Vocational Education Advisory Committee Members to validate.

3. Twenty Advisory Committee Members returned the survey.

4. A checklist was developed containing the twenty attitudinal skills judged to be "very important" by 10 or more survey respondants.

5. The checklist was used to measure student accomplishment of this objective at the end of the second semester.

EVALUATION DATA

In evaluating the checklists it was assumed that a student is employable if he/she exhibits at least 15 or the 20 behaviors. The following chart shows the results from 5 classes:

Class	% of Students Employable
1. Health Occupations	88%
2. Greenhouse Employee Training	80%
3. Secretarial Training	80%
4. Mobile Equipment	66%
5. Bookkeeping	8%

PROJECT PERFORMANCE MANAGEMENT
FOR
Career Education

Adult Education — COMPONENT

Jack Budd — RESPONSIBILITY

OBJECTIVE MANAGEMENT									ACTIVITY MANAGEMENT								TIME LINE											
	INTERIM				FINAL					INTERIM				FINAL			INTERIM						FINAL					
PROGRAM OBJECTIVE (F)	Objective Met	Objective In Progress	Objective Not Met	Reason(s) Code	Objective Met	Objective Part. Met	Objective Not Met	Reason(s) Code	ACTIVITIES (I)	Activity Met	Activity In Process	Activity Not Met	Reason(s) Code	Activity Met	Activity Part. Met	Activity Not Met	Reason(s) Code	July	August	September	October	November	December	January	February	March	April	May	June
		(G)				(H)					(J)				(K)								(L)					
1.0 To entitle adult individuals to be employable by June 1, 1976, as measured by satisfactory completion of a year's entry level skill course.		X			X				1.1 Entry level courses offered under R.O.P.		X			X				X					X					X
									1.2 Adult basic education courses in Reading, Writing, Math, Speaking, related to skill classes.			X	6			X	6	X											X

MAJOR ACCOMPLISHMENTS UNDER EACH OBJECTIVE	EVALUATION DATA
The following vocational courses were made available at night for adults through the Regional Occupational Program: a. Auto Fleet Maintenance b. Auto Air/Wheel Alignment c. Cabinet Construction d. Nursery Employees Training e. Publications Photography f. Secretarial Training Lab The following vocational courses were made available during the day for adults through the Regional Occupational Program: a. Aerospace (Aviator Ground School) b. Allied Health Occupations c. Agriculture Welding d. Auto Air/Wheel Alignment e. Cabinet Construction f. Law Enforcement g. Fork Lift Operation h. Mobile Equipment Operation i. Nursery Employee Training j. Secretarial Training Lab k. Teacher Aide Training Vocational classes available to adults were listed in the Adult School brochure and distributed throughout the community to EDD and CETA. Radio announcements and newspaper articles publicized classes offered. Special flyers announcing Vocational courses sent to EDD and CETA. Met with CETA personnel to develop programs to better serve adults.	Adults enrolled in the following vocational courses: a. Cabinet Construction b. Nursery Employee Training c. Publications Photography d. Secretarial Training Lab e. Fork Lift Operations f. Teacher Aide

PROJECT PERFORMANCE MANAGEMENT
FOR

Adult Education — COMPONENT | Career Education | Jack Budd — RESPONSIBILITY

OBJECTIVE MANAGEMENT									ACTIVITY MANAGEMENT								TIME LINE											
	INTERIM				FINAL					INTERIM				FINAL			INTERIM						FINAL					
PROGRAM OBJECTIVE (F)	Objective Met	Objective In Progress	Objective Not Met	Reason(s) Code	Objective Met	Objective Part. Met	Objective Not Met	Reason(s) Code	ACTIVITIES (I)	Activity Met	Activity In Progress	Activity Not Met	Reason(s) Code	Activity Met	Activity Part. Met	Activity Not Met	Reason(s) Code	July	August	September	October	November	December	January	February	March	April	May	June
2.0 All adults desiring counseling regarding high school diploma program and/or vocational courses available were counseled by Adult School Principal or his designee.		(G)	X		X	(H)			2.1 Counselor to develop individual program for each student and monitor student achievement.	X	(J)			X	(K)					X-			(L)					X

MAJOR ACCOMPLISHMENTS UNDER EACH OBJECTIVE	EVALUATION DATA
2.0 All adults desiring counseling regarding the high school diploma program and/or vocational courses available were counseled by the Adult School Prinaipal or his designee.	Individual transcript evaluation sheets and individual program sheets were completed for each adult desiring counseling.

Special Education

COMPONENT

PROJECT PERFORMANCE MANAGEMENT
FOR

Career Education

Eldon De Wire

RESPONSIBILITY

OBJECTIVE MANAGEMENT										ACTIVITY MANAGEMENT										TIME LINE											
	INTERIM					FINAL					INTERIM					FINAL					INTERIM						FINAL					
PROGRAM OBJECTIVE (F)	Objective Met	Objective In Progress	Objective Not Met	Reason(s) Code		Objective Met	Objective Part. Met	Objective Not Met	Reason(s) Code	ACTIVITIES (I)	Activity Met	Activity In Progress	Activity Part. Met	Activity Not Met	Reason(s) Code	Activity Met	Activity Part. Met	Activity Not Met	Reason(s) Code		July	August	September	October	November	December	January	February	March	April	May	June
1.0 Pupils will experience at least fifteen of the career education objectives identified in the Career Education-Special Education Project during the year.		(G) X				X	(H)					(J)				(K)				(L)											
										1.1 Establish a schedule for implementation of these objectives with the staff.		X				X						X									X
										1.2 Establish a monitoring schedule.	X					X						X--X									
										1.3 Conduct monitoring.	X					X						X									X
										1.4 Complete records.		X				X													X		X

MAJOR ACCOMPLISHMENTS UNDER EACH OBJECTIVE	EVALUATION DATA
1.0 A schedule has been established beginning in January 1976, which would allow each Special Education Elementary teacher to plan for and implement a minimum of three (3) career education objectives each month. This schedule permits them to obtain a minimum of fifteen (15) objectives by June 1976. Each class is being visited on a regular basis to determine how the process is progressing and to discover what is necessary in the way of materials to assist in the process. Another activity which bears indirectly upon this objective is the completion of the pre and post survey of career education knowledge possessed by the students. This was actually done as a part of another project but will be available about April 1 for informational data for both projects.	The physically handicapped (pregnant minors) experienced a total of seventy-five (75) Career Education objectives for an average of six (6) each. (This figure is smaller due to the limited amount of time each student spends in the program due to the nature of the handicap.) The total group of 97 experienced 1,814 Career Education Objectives for an average of nineteen each. It must be understood that there are not 1,814 different objectives but that many experiences with the 85 Career Education Objectives established in Special Education. The statistics would indicate that considerable effort was carried out to implement the objective. It appears that each student did not experience fifteen of the objectives (some many more and some less) but the average is for in excess of the established minimum. The conclusion seems to be that the objective was satisfied in a very successful manner.

PROJECT PERFORMANCE MANAGEMENT
FOR
Career Education

Special Education
COMPONENT

Eldon De Witt
RESPONSIBILITY

OBJECTIVE MANAGEMENT									ACTIVITY MANAGEMENT								TIME LINE											
	INTERIM				FINAL					INTERIM				FINAL			INTERIM						FINAL					
PROGRAM OBJECTIVE (F)	Objective Met	Objective in Progress	Objective Not Met	Reason(s) Code	Objective Met	Objective Part. Met	Objective Not Met	Reason(s) Code	ACTIVITIES (I)	Activity Met	Activity in Progress	Activity Not Met	Reason(s) Code	Activity Met	Activity Part. Met	Activity Not Met	Reason(s) Code	July	August	September	October	November	December	January	February	March	April	May	June
		(C)				(H)					(J)				(K)								(L)						
2.0 Pupils will participate in at least three (3) pre-exploratory or exploratory activities concerning types of work they have shown an interest in.		X			X				2.1 Survey class for types of work interests.		X			X					X-									X
									2.2 Set up the pre-exploratory activities.	X				X				X-		-X								
									2.3 Conduct the activities.		X			X							X-							X
									2.4 Post survey for increased interest or information of work.					X													X-	-X

MAJOR ACCOMPLISHMENTS UNDER EACH OBJECTIVE	EVALUATION DATA
2.0 The students have been surveyed for their interests in activities regarding work. Several are working part of each day on the school campus with custodians learning the tasks associated with such work. The class has gone on one exploratory with teacher to observe the tasks involved in operating a ranch.	Four of the seven students in the junior high school program for the Aurally Handicapped (7-8) experienced four pre-exploratory or exploratory activities each. The students involved in the exploratory activities are charted. In computing the total number of exploratory activities for the entire class of seven students. The success rate for accomplishing the objective was 76%. Of those who participated the accomplishment rate was 125%. Three of the students did not participate in objective twelve (12) activities because of their needs. They were included in the activities of objective eleven (11). In evaluating their activities the teacher cited increased interest in work, in school, in specific areas of work and excellent progress in the chosen areas.

PROJECT PERFORMANCE MANAGEMENT
FOR

Special Education — COMPONENT

Career Education

Eldon De Witt — RESPONSIBILITY

OBJECTIVE MANAGEMENT										ACTIVITY MANAGEMENT										TIME LINE											
	INTERIM				FINAL						INTERIM				FINAL					INTERIM						FINAL					
PROGRAM OBJECTIVE (F)	Objective Met	Objective In Progress	Objective Not Met	Reason(s) Code	Objective Met	Objective Det. Met.	Objective Not Met	Reason(s) Code		ACTIVITIES (I)	Activity Met	Activity In Process	Activity Not Met	Reason(s) Code	Activity Met	Activity Det. Met.	Activity Not Met	Reason(s) Code		July	August	September	October	November	December	January	February	March	April	May	June
3.0 Pupils will be participating in at least one vocational education class suited to his/her career development needs.	X	(G)			X	(H)				3.1 Evaluation of aptitudes and interests in order to make appropriate decisions for vocational classes.	X	(J)			X	(K)						X			(L)	X					
										3.2 Counseling with students and teachers regarding enrollment in vocational classes.	X				X							X				X					
										3.3 Continued supportive counseling with students who are enrolled.	X				X							X				X					

MAJOR ACCOMPLISHMENTS UNDER EACH OBJECTIVE	EVALUATION DATA
3.0 Ninety percent of the students have c.. are currently in a vocational class outside their own room. Five have participated in the ROP, Regional Occupational Program food services. The classes have spent a quarter of the year in a horticulture class studying gardening. All the class members are involved in a group called the Handy Dandy Work Crew. This group solicits work in the community and on the school grounds. They complete the contracts and are paid for the work. Such tasks include washing cars, changing the oil and lubing cars, cleaning lawns, cutting grass, cleaning up sites where houses are being built or moved, refinishing furniture and repainting classrooms.	Pupils will be participating in at least one vocational class suited to his/her career development needs. 84% were involved in the work assignments obtained by their teacher. 84% of the students were in a vocational class during the year.

PROJECT PERFORMANCE MANAGEMENT
FOR

Career Guidance
COMPONENT

Career Education

Paul Whiteker
RESPONSIBILITY

OBJECTIVE MANAGEMENT									ACTIVITY MANAGEMENT									TIME LINE															
	INTERIM				FINAL					INTERIM				FINAL				INTERIM						FINAL								
PROGRAM OBJECTIVE (F)	Objective Met	Objective In Progress	Objective Not Met	Reason(s) Code	Objective Met	Objective Part. Met	Objective Not Met	Reason(s) Code	ACTIVITIES (I)	Activity Met	Activity In Progress	Activity Not Met	Reason(s) Code	Activity Met	Activity Part. Met	Activity Not Met	Reason(s) Code	July	August	September	October	November	December	January	February	March	April	May	June				
1.0 By the end of the school year 1975-76, all the activities cited in the Ceres Articulated Guidance Program will be completed as indicated by records kept.		(G) X			X	(H)				(J)				(K)									(L)				X---X	X---X				
									1.1 Meet and plan with Pre-School Director and principal for screening process.*	X				X																			
									1.2 Implement orientation process for screening.	X				X																X---X				
									1.3 Conduct screening	X				X															X---X				
									1.4 Plan and apply use of results.	X				X																X---X			
									1.5 Provide for articulation of results.	X				X						X--X										X--X		
									*See Ceres Articulated Guidance Chart.																								

MAJOR ACCOMPLISHMENTS UNDER EACH OBJECTIVE	EVALUATION DATA
1.0 Bettye Caldwell Test was administered to all pre-school children and results recorded and made available to kindergarten teachers. 35 Basic Skills Activities planned and scheduled.	Records of child's results and need and degree of progress measured by appropriate reports. Skill mastery was monitored and records of achievement kept on each child.

Career Guidance: 6th Grade

COMPONENT

PROJECT PERFORMANCE MANAGEMENT
FOR
Career Education

Paul Whitaker

RESPONSIBILITY

OBJECTIVE MANAGEMENT									ACTIVITY MANAGEMENT									TIME LINE											
	INTERIM				FINAL					INTERIM				FINAL				INTERIM						FINAL					
PROGRAM OBJECTIVE (F)	Objective Met	Objective in Progress	Objective Not Met	Reason(s) Code	Objective Met	Objective Part. Met	Objective Not Met	Reason(s) Code	ACTIVITIES (I)	Activity Met	Activity in Progress	Activity Not Met	Reason(s) Code	Activity Met	Activity Part. Met	Activity Not Met	Reason(s) Code	July	August	September	October	November	December	January	February	March	April	May	June
2.0 By June, 1976, participating students will demonstrate a 10% increase in the affective domain (self, peers, and school adult personnel) as measured by a locally developed instrument.		(C) X				(H) X					(J)				(K)					X---X			(L)					
									1. Administer pre-test.					X															
									2. Identified students with exceptional needs for emphasis.					X						X---X									
									3. Activities developed to meet special student needs.					X						X-------X									
									4. Implement activities.					X							X-------------------X								
									5. Administer post-test.					X															X
									6. Analyze results.					X													X---X		
									7. Reported results					X													X---X		
																											X---X		

MAJOR ACCOMPLISHMENTS UNDER EACH OBJECTIVE	EVALUATION DATA
2.0 Model project was carried out at Walter White with affective assessment made on the SCAMIN and NORBAR Affective Measurement Instrument.	Pre and post measurement was made with SCAMIN - results of change analyzed. Students demonstrated a 25% increase in the affective domain.

Career Guidance: 6th Grade

COMPONENT

PROJECT PERFORMANCE MANAGEMENT
FOR
Career Education

Paul Whiteker

RESPONSIBILITY

OBJECTIVE MANAGEMENT										ACTIVITY MANAGEMENT										TIME LINE											
	INTERIM				FINAL						INTERIM				FINAL					INTERIM						FINAL						
PROGRAM OBJECTIVE (F)	Objective Met	Objective in Progress	Objective Not Met	Reason(s) Code	Objective Met	Objective Part. Met	Objective Not Met	Reason(s) Code		ACTIVITIES (I)	Activity Met	Activity in Progress	Activity Not Met	Reason(s) Code	Activity Met	Activity Part. Met	Activity Not Met	Reason(s) Code		July	August	September	October	November	December	January	February	March	April	May	June
		(C)				(H)						(J)				(K)									(L)						
3.0 By June, 1976, participating students will demonstrate 10% improvement in small and gross motor coordination as measured by a standardized check list.		X			X					1. Administer pre-test.					X							X	X							
										2. Identified students with exceptional needs for emphasis.					X							X	X							
										3. Activities developed to meet special student needs.					X							X	X							
										4. Implement activities.					X									X						X
										5. Administer post-test.					X													X		X
										6. Analyze results.					X														X	X
										7. Reported results.					X														X	X

MAJOR ACCOMPLISHMENTS UNDER EACH OBJECTIVE	EVALUATION DATA
3.0 Time and Gross Motor Coordination was checked and developmental activities were carried out according to each child's needs.	LA Perceptual Motor Developmental Check list was used on a pre & post measurement of progress. Students demonstrated a 25% increase in the psycomotor coordination skills.

PROJECT PERFORMANCE MANAGEMENT
FOR
Career Education

Career Guidance
COMPONENT

Paul Whitaker
RESPONSIBILITY

OBJECTIVE MANAGEMENT										ACTIVITY MANAGEMENT										TIME LINE											
	INTERIM				FINAL						INTERIM				FINAL					INTERIM						FINAL					
PROGRAM OBJECTIVE (F)	Objective Met	Objective In Progress	Objective Not Met	Reason(s) Code	Objective Met	Objective Part. Met	Objective Not Met	Reason(s) Code		ACTIVITIES (I)	Activity Met	Activity In Progress	Activity Not Met	Reason(s) Code	Activity Met	Activity Part. Met	Activity Not Met	Reason(s) Code		July	August	September	October	November	December	January	February	March	April	May	June
		(G)				(H)						(J)				(K)								(L)						
4.0 All the students in the junior high school will participate in career orientated activities designed to prepare them for making appropriate career decisions as indicated by the records kept.		X			X					4.1 Plan for and implement career activities which are designed to orient students.		X			X						X—										X
										4.2 Plan for and implement guidance activities in career information on an individual and group basis.		X			X						X—										X
										4.3 Provide for articulation of the guidance activities with the high school.		X			X					X—											X

MAJOR ACCOMPLISHMENTS UNDER EACH OBJECTIVE	EVALUATION DATA
4.0 Values Clarification Courses were provided for 7th grade students on a 9 weeks basis - to assist students in developing their own values.	By records kept by classroom teacher
Decision making corses were provided for all 8th grade on a 9 week basis - students chose career clusters & developed their own four plan for high school.	By records kept by classroom teachers

PROJECT PERFORMANCE MANAGEMENT
FOR

Career Guidance — COMPONENT

Career Education

Paul Whitaker — RESPONSIBILITY

OBJECTIVE MANAGEMENT									ACTIVITY MANAGEMENT									TIME LINE											
	INTERIM				FINAL					INTERIM				FINAL				INTERIM						FINAL					
PROGRAM OBJECTIVE (F)	Objective Met	Objective In Progress	Objective Not Met	Reason(s) Code	Objective Met	Objective Part. Met	Objective Not Met	Reason(s) Code	ACTIVITIES (I)	Activity Met	Activity In Progress	Activity Not Met	Reason(s) Code	Activity Met	Activity Part. Met	Activity Not Met	Reason(s) Code	July	August	September	October	November	December	January	February	March	April	May	June
5.0 By the beginning of the school year, (9/75) the Career Guidance Program will be designed to provide articulation between the educational levels, (K-12), to maintain a continuity in the career development of all the students.		(G) X			X	(H)			6.1 Establish a meeting to plan for the implementation of the Articulated Guidance Program as indicated on the chart.	X	(J)			X	(K)				X---X				(L)						
									6.2 Establish an orientation meeting for the staff members responsible for the Articulated Guidance Program.	X				X						X									
									6.3 Inservice the above staff members in their specific responsibilities.	X				X					X---------X									
									6.4 Set up a monitoring plan and implement same.		X			X				X----------										X

MAJOR ACCOMPLISHMENTS UNDER EACH OBJECTIVE	EVALUATION DATA
5.0 Articulated Guidance Task Force provided in - service with appropriate school personnel & counselor to develop individual guidance report forms to be filled out and placed in each child's cum folder - to provide records of child's progress.	Cards developed and are implemented and records made available to Guidance personnel at each grade level to articulate guidance.

PROJECT PERFORMANCE MANAGEMENT
FOR

Career Guidance: 9-12 — COMPONENT
Career Education
Paul Whiteker — RESPONSIBILITY

OBJECTIVE MANAGEMENT									ACTIVITY MANAGEMENT									TIME LINE											
	INTERIM				FINAL					INTERIM				FINAL				INTERIM						FINAL					
PROGRAM OBJECTIVE (F)	Objective Met	Objective in Progress	Objective Not Met	Reason(s) Code	Objective Met	Objective Part. Met	Objective Not Met	Reason(s) Code	ACTIVITIES (I)	Activity Met	Activity in Progress	Activity Not Met	Reason(s) Code	Activity Met	Activity Part. Met	Activity Not Met	Reason(s) Code	July	August	September	October	November	December	January	February	March	April	May	June
6.0 Ceres High School teachers will indicate significantly more knowledge of the services that are directed toward career guidance as measured by the Teacher Inventory of Guidance Awareness by the close of the 1975-76 school year.	X	(C)			X	(H)			6.1 Invite teachers to the career guidance center during their prep period.	X	(J)				(K)						X		(L)						
									6.2 The counseling department will distribute career testing information to teachers on individual students.					X								X			X				
									6.3 The counseling department will work through the department chairman in utilizing career information.					X						X		X			X		X		

MAJOR ACCOMPLISHMENTS UNDER EACH OBJECTIVE	EVALUATION DATA
6.0 Guidance Open House - Teachers invited to Career Center during their prep periods to receive information on the Guidance Program. Counseling Department - coordinated colledg representatives and provided information on financial aids, scholarships, and college/ technical and trade schools in cooperation with teachers. Counseling Department provided classroom instruction on job application skills, interview techniques, and work habits. Teachers cooperated with the Counseling Department in administering achievement tests and the Career Planning Inventory and interpreting to all grades at Ceres High. The Counseling Department communicated test information to teachers, both individually and as a group. Ninth grade career guidance groups were conducted by counselors in cooperation with teachers. The Counseling Department planned and coordinated the eighth grade orientation program in which teachers participated. Communication between teachers and the Counseling Department was increased through Department Chairman Meetings. The Counseling Department coordinated with teachers, the acitivities of the Drug Problems Counselor on Ceres High Campus. The Counseling Department initiated teacher/parent/student conferences as need required.	Teacher Inventory of Guidance Awareness Pre-Test: September 1975 Post-Test: June 1976 The comparison of the Teacher Inventory of Guidance Awareness (pre & post) indicated an increase in teacher awareness in 28 of 40 items. Four showed no change in teacher awareness. Two of the four items showing no post test gain could show no improvement.

PROJECT PERFORMANCE MANAGEMENT
FOR
Career Education

Career Guidance: 9-12
COMPONENT

Paul Whitaker
RESPONSIBILITY

OBJECTIVE MANAGEMENT										ACTIVITY MANAGEMENT										TIME LINE											
	INTERIM					FINAL					INTERIM				FINAL					INTERIM						FINAL					
PROGRAM OBJECTIVE (F)	Objective Met	Objective In Progress	Objective Not Met	Reason(s) Code		Objective Met	Objective Part. Met	Objective Not Met	Reason(s) Code	ACTIVITIES (I)	Activity Met	Activity In Progress	Activity Not Met	Reason(s) Code	Activity Met	Activity Part. Met	Activity Not Met	Reason(s) Code		July	August	September	October	November	December	January	February	March	April	May	June
		(G)					(H)					(J)				(K)									(L)						
7.0 Students will report significantly less uncertainty in regard to their course of study relating to career goals as measured by the Ventura Career Planning Inventory by the close of the 1975-76 school year.	X					X				1. Administer pre-test.	X				X							X----X								
										2. Provide students with specific help in regard to their course of study.	X				X							X----X								
										3. Administer post-test.	X				X													X---X		
										4. Analyze results, report results.	X				X														X--X	

MAJOR ACCOMPLISHMENTS UNDER EACH OBJECTIVE	EVALUATION DATA
7.0 Individual and group interpretation of achievement tests and career inventory results. Students in grades nine through twelve took the Career Planning Inventory. Students in grades nine through eleven took the Comprehensive Tests of Basic Skills. Ninth grade student participated in guidance groups. Students in grades eleven and twelve visited Stanislaus and MJC campuses. Students in grades eleven and twelve were given group and individual guidance concerning graduation requirements, college entrance requirements, financial aids and scholarships. Students in grades nine through twelve were seen on a systematic basis by counselors to review tests and inventory results, grades, credits, and graduation requirements, to enable students to make academic decisions. Personality inventories were given to students on a voluntary basis through the Career Center. College, armed services/technical school representatives met with students in the Career Center. Representatives of various occupations provided information for students in the Career Center and in classrooms. Teachers made assignments which required students to utilize the Career Center. Movies shown in the Career provided students with career information. The Armed Services Vocational Aptitude Battery was given to students on a voluntary basis. Field trips allowed students the opportunity to explore various careers in business and industry. Students enrolled in ROP courses were provided opportunities for career exploration through various hands on activities. Students involved in the work experience program received credit and pay while gaining a basis on career experience.	7.0 The Ventura County Career Planning Inventory was administered to students in ninth, tenth, eleventh, and twelfth grades during the first two months of school and then again in June. The results of the pre-and post-test evaluation indicated objectives 8, 9, and 10 were successfully met. On every question which had been designated to determine whether an objective had been met, post-test results show a decrease in the number of students marking the undesired response. There were less students doubtful of or in the wrong course of study as indicated by post-test results. Students showed greater confidence in knowing their interests and aptitudes. The post-test results show less students needing additional help in career planning.

PROJECT PERFORMANCE MANAGEMENT
FOR
Career Education

Career Guidance: 9-12 — COMPONENT

Paul Whiteker — RESPONSIBILITY

OBJECTIVE MANAGEMENT										ACTIVITY MANAGEMENT										TIME LINE											
	INTERIM				FINAL						INTERIM				FINAL					INTERIM						FINAL					
PROGRAM OBJECTIVE (F)	Objective Met	Objective in Progress	Objective Not Met	Reason(s) Code	Objective Met	Objective Part. Met.	Objective Not Met	Reason(s) Code		ACTIVITIES (I)	Activity Met	Activity in Process	Activity Not Met	Reason(s) Code	Activity Met	Activity Part. Met.	Activity Not Met	Reason(s) Code		July	August	September	October	November	December	January	February	March	April	May	June
8.0 Students will demonstrate significantly greater understanding of their aptitudes and interests as applied to career goals as measured by the Ventura Career Planning Inventory by the close of the 1975-76 school year.	X	(C)			X	(H)				1. Administer pre-test.	X	(J)			X	(K)						X—X			(L)						
										2. Provide students with experiences designed to increase their understanding of their aptitudes and interests as applied to career goals.	X				X							X—X									
										3. Administer post-test.	X				X														X——	X	
										4. Analyze data, report results.	X				X															X——	X

MAJOR ACCOMPLISHMENTS UNDER EACH OBJECTIVE	EVALUATION DATA
8.0 Refer to Career Guidance 7.0	

Career Guidance: 9-12
COMPONENT

PROJECT PERFORMANCE MANAGEMENT
FOR
Career Education

Paul Whiteker
RESPONSIBILITY

OBJECTIVE MANAGEMENT										ACTIVITY MANAGEMENT										TIME LINE												
	INTERIM					FINAL					INTERIM				FINAL					INTERIM						FINAL						
PROGRAM OBJECTIVE (F)	Objective Met	Objective In Progress	Objective Not Met	Reason(s) Code		Objective Met	Objective Part. Met	Objective Not Met	Reason(s) Code	ACTIVITIES (I)	Activity Met	Activity In Process	Activity Not Met	Reason(s) Code		Activity Met	Activity Part. Met	Activity Not Met	Reason(s) Code	July	August	September	October	November	December	January	February	March	April	May	June
9.0 A significantly greater number of students will develop post high school training plans that are consistent with the amount of training necessary to enter the specified occupations of their choice as measured by the Ventura Career Planning Inventory by the close of the 1975-76 school year.	X	(G)				X	(H)					(J)					(K)								(L)						
										1. Administer pre-test.	X					X						X---X									
										2. Provide special assistance to students in the development of post high school training plans.	X					X						X---X									
										3. Administer post-test.	X					X													X---X		
										4. Analyze reports, report results.	X					X														X---X	

MAJOR ACCOMPLISHMENTS UNDER EACH OBJECTIVE	EVALUATION DATA
9.0 Refer to Career Guidance 7.0	

PROJECT PERFORMANCE MANAGEMENT
FOR

Community Involvement — COMPONENT

Career Education

John Avila — RESPONSIBILITY

OBJECTIVE MANAGEMENT									ACTIVITY MANAGEMENT									TIME LINE											
	INTERIM				FINAL					INTERIM				FINAL				INTERIM						FINAL					
PROGRAM OBJECTIVE (F)	Objective Met	Objective In Progress	Objective Not Met	Reason(s) Code	Objective Met	Objective Part. Met	Objective Not Met	Reason(s) Code	ACTIVITIES (I)	Activity Met	Activity In Progress	Activity Not Met	Reason(s) Code	Activity Met	Activity Part. Met	Activity Not Met	Reason(s) Code	July	August	September	October	November	December	January	February	March	April	May	June
		(C)				(H)					(J)				(K)								(L)					
1.0 The Council will advise the professional educators in the development and implementation of projects and programs designed to bring about better understanding, respect and a realization of mutual values to be received in developing closer alliance of interest and participation as between members of the business community and educators as measured by an economic community attitude survey to be administered pre and post.		X			X				1.1 Provide opportunities for teachers and students visitations to business-industry.		X			X					X										X	
									1.2 Provide opportunity for business-industry-labor-government and other professionals to meet and interact with teachers and students.		X			X					X										X	
									1.3 Provide an ever increasing variety of work stations for secondary students.		X			X					X										X	

MAJOR ACCOMPLISHMENTS UNDER EACH OBJECTIVE	EVALUATION DATA
1.0 Advisory committee meetings have included business people, educators, students and parents. Teachers, counselors and students have visited businesses and colleges in our major metropolitan area. Work experience coordinator working with business community to develop more vocational work stations.	Minutes of advisory committee meetings are on file. Number of current vocational work stations will be compared to past years.

Community Involvement
COMPONENT

PROJECT PERFORMANCE MANAGEMENT
FOR
Career Education

John Avila
RESPONSIBILITY

OBJECTIVE MANAGEMENT										ACTIVITY MANAGEMENT								TIME LINE											
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PROGRAM OBJECTIVE (F)	Objective Met	Objective In Progress	Objective Not Met	Reason(s) Code	Objective Met	Objective Part. Met	Objective Not Met	Reason(s) Code		ACTIVITIES (I)	Activity Met	Activity In Progress	Activity Not Met	Reason(s) Code	Activity Met	Activity Part. Met	Activity Not Met	Reason(s) Code	July	August	September	October	November	December	January	February	March	April	May	June
		(G)				(H)						(J)				(K)								(L)						
2.0 Enrich the educational resources of our schools as measured by the number of speakers and resource volunteers used in the school.		X			X					2.1 Expand community resources list through active recruitment.		X			X						X—									X
										2.2 Advertise resource availability to staff and community.		X			X						X—									X
										2.3 Maintain written record of resource utilization.		X			X						X—									X

MAJOR ACCOMPLISHMENTS UNDER EACH OBJECTIVE	EVALUATION DATA
2.0 We are in the process of updating our community resource list. The community people that participate in our schools this year are also being added. Community resource lists were distributed to each staff member. During inservice session, the list was used and discussed. At the elementary level, teachers have been keeping a log of their use of community resources. The high school career education facilitators and a junior high school counselor are keeping records of community resource people utilized.	Teacher logs and records show an increase in the use of community resources in the schools.

PROJECT PERFORMANCE MANAGEMENT
FOR
Career Education

Community Involvement
COMPONENT

John Avila
RESPONSIBILITY

OBJECTIVE MANAGEMENT										ACTIVITY MANAGEMENT										TIME LINE											
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PROGRAM OBJECTIVE (F)	Objective Met	Objective In Progress	Objective Not Met	Reason(s) Code	Objective Met	Objective Part. Met	Objective Not Met	Reason(s) Code		ACTIVITIES (I)	Activity Met	Activity In Progress	Activity Not Met	Reason(s) Code	Activity Met	Activity Part. Met	Activity Not Met	Reason(s) Code		July	August	September	October	November	December	January	February	March	April	May	June
3.0 Be more viable and relevant to the social and economic tenure of our changing society as measured by increased infusion of career education in all classes.		(G) X			X	(H)				3.1 Increase number and variety of career class offerings.		(J)	X	6		(K)						X			(L)						X
										3.2 Increased infusion of career education in academic classes.	X											X									X
										3.3 Student attitude survey in career education concepts in the classroom.			X	6								X	X						X	X

MAJOR ACCOMPLISHMENTS UNDER EACH OBJECTIVE	EVALUATION DATA
3.0 Ceres High School changed from a flexible-modular scheduling system in 1974-75 to a traditional six period day in 1975-76. During the 1974-75 school year students enrolled in an average of 6.5 classes while in 75-76 they were restricted to six. There was no change in the number of academic classes so the number of students in vocational classes declined. This is the rationale for changing the objective and eliminating activity number 1. All teachers have infused career education concepts in their classes.	Reports of infusion activities are on file.

PROJECT PERFORMANCE MANAGEMENT
FOR
Career Education

Community Involvement
COMPONENT

John Avila
RESPONSIBILITY

OBJECTIVE MANAGEMENT										ACTIVITY MANAGEMENT										TIME LINE											
	INTERIM				FINAL						INTERIM				FINAL					INTERIM						FINAL					
PROGRAM OBJECTIVE (F)	Objective Met	Objective in Progress	Objective Not Met	Reason(s) Code	Objective Met	Objective Part. Met	Objective Not Met	Reason(s) Code		ACTIVITIES (I)	Activity Met	Activity in Progress	Activity Not Met	Reason(s) Code	Activity Met	Activity Part. Met	Activity Not Met	Reason(s) Code		July	August	September	October	November	December	January	February	March	April	May	June
		(G)				(H)						(J)				(K)									(L)						
4.0 Enable educators to more easily keep in touch with modern practices in the world of work as measured by advisory committee minutes and industry-business visitations.		X			X					4.1 Develop or identify appropriate attitude survey instrument.			X	6						X	X									
										4.2 Arrange industry-business visitations.		X			X						X									X	

MAJOR ACCOMPLISHMENTS UNDER EACH OBJECTIVE	EVALUATION DATA
4.0 Counselors attended planned program designed to explore career opportunities available at Modesto Junior College. Counselors and teachers participated in industry-education tours through major industries in area. See Community Involvement Objective 1.0 for Advisory Committee accomplishment.	Minutes of advisory committee meetings.

PROJECT PERFORMANCE MANAGEMENT
FOR

Community Involvement — COMPONENT

Career Education

John Avila — RESPONSIBILITY

OBJECTIVE MANAGEMENT									ACTIVITY MANAGEMENT								TIME LINE											
	INTERIM				FINAL					INTERIM				FINAL			INTERIM						FINAL					
PROGRAM OBJECTIVE (F)	Objective Met	Objective In Progress	Objective Not Met	Reason(s) Code	Objective Met	Objective Part. Met	Objective Not Met	Reason(s) Code	ACTIVITIES (I)	Activity Met	Activity In Progress	Activity Not Met	Reason(s) Code	Activity Met	Activity Part. Met	Activity Not Met	Reason(s) Code	July	August	September	October	November	December	January	February	March	April	May	June
		(G)				(H)					(J)				(K)								(L)						
5.0 Encourage youth into socially meaningful economically productive employment as measured by the enrollment in WEX classes.		X			X				5.1 Expand WEX stations in the community.		X			X						X-	-	-	-	-	-	-	X

MAJOR ACCOMPLISHMENTS UNDER EACH OBJECTIVE	EVALUATION DATA
5.0 The Work Experience Coordinator worked with employers in the community to develop as many vocational job stations as possible. This was one of the topics of discussion at the advisory committee meetings on August 28, October 16 and December 9, 1975. At these advisory committee meetings, members agreed to help create vocational job stations. Objectives and activities only partially met due to time constraints placed on Work Experience Coordinator by "Mighty Few" Career Education Activity.	Work Experience records show the following: 1974-75 43 Vocational work stations 1975-76 34 Vocational work stations

PROJECT PERFORMANCE MANAGEMENT
FOR

In-Service: K-6 — COMPONENT

Career Education

Virginia Lish — RESPONSIBILITY

OBJECTIVE MANAGEMENT									ACTIVITY MANAGEMENT									TIME LINE											
	INTERIM				FINAL					INTERIM				FINAL				INTERIM						FINAL					
PROGRAM OBJECTIVE (F)	Objective Met	Objective In Progress	Objective Not Met	Reason(s) Code	Objective Met	Objective Decl. Met.	Objective Not Met	Reason(s) Code	ACTIVITIES (I)	Activity Met	Activity In Process	Activity Not Met	Reason(s) Code	Activity Met	Activity Decl. Met.	Activity Not Met	Reason(s) Code	July	August	September	October	November	December	January	February	March	April	May	June
1.0 As indicated by records of test results, 80% of Ceres Elementary teachers will score above 80% on a locally developed test of Career Education Goals and Objectives.	X	(G)			X	(H)					(J)				(K)								(L)					
									1.1 Ascertain level of knowledge about Career Education Goals and Objectives of participating teachers.	X				X				X		X									
									1.2 Analyze results obtained.	X				X				X		X									
									1.3 Conduct in-service in areas of deficiency.	X				X				X				X							
									1.4 Collect and report data.	X				X				X				X							

MAJOR ACCOMPLISHMENTS UNDER EACH OBJECTIVE	EVALUATION DATA
1.0 Comprehensive workshop for 50 elementary teachers, resource teachers and administrators was conducted during the month of July. The focus of the workshop was: Project Goals and Objectives, Academic Infusion, Community Involvement, and Career Education Visibility. Workshop products included reading and mathematic infusion activities. Strategies and approaches were developed and practiced during workshop sessions.	80% of participants achieved 83% or more on locally developed inservice instrument.

PROJECT PERFORMANCE MANAGEMENT
FOR

In-service: K-6 — COMPONENT

Career Education

Virginia Lish — RESPONSIBILITY

OBJECTIVE MANAGEMENT									ACTIVITY MANAGEMENT									TIME LINE											
	INTERIM				FINAL					INTERIM				FINAL				INTERIM						FINAL					
PROGRAM OBJECTIVE (F)	Objective Met	Objective In Progress	Objective Not Met	Reason(s) Code	Objective Met	Objective Part. Met	Objective Not Met	Reason(s) Code	ACTIVITIES (I)	Activity Met	Activity In Progress	Activity Not Met	Reason(s) Code	Activity Met	Activity Part. Met	Activity Not Met	Reason(s) Code	July	August	September	October	November	December	January	February	March	April	May	June
2.0 As indicated by observation check list, 90% of participating elementary teachers will infuse Career Education concepts with Reading, Math, and/or Social Studies.		(G) X			X	(H)			2.1 Survey instructional strategies, techniques, and/or activities for applicability to infuse Career Education with the academic skills of Reading, Math and/or Social Studies.	X	(J)			X	(K)			X	X				(L)						
									2.2 Conduct teacher critique to determine value of screening strategies, techniques, and/or activities.	X				X					X	X									
									2.3 Select activities, strategies and/or techniques for intensive in-service.	X				X					X		X									
									2.4 Provide training in use of selected techniques.	X				X						X		X								
									2.5 Provide resources, materials, personnel, time to facilitate the development of the selected activities.		X			X						X										X
									2.6 Maintain record of inservice activities including attitude and interest of participating teachers.		X			X				X												X
									2.7 Coordinate teacher development of activities.		X			X				X												X
									2.8 Write summary descriptive narrative.		X			X																

MAJOR ACCOMPLISHMENTS UNDER EACH OBJECTIVE	EVALUATION DATA
2.0 An October workshop was held for 50 elementary teachers. A Christmas workshop was conducted for over 30 participants. Approach and techniques were practiced. Participants developed a new set of expectancies to expand instructional matrix. Administrators reported on Career Education activity at their school site. Activities are submitted by-weekly by selected teachers. Strategies and approaches were developed and practized during workshop sessions.	As verified by a infusion check list submitted to the Curriculum Specialist on a regular basis, 100% of the participating teachers infused career education into the reading, math and/or social studies curriculum. Teacher comments on the survey indicated that the infusion process was both a natural and efficient manner in which to teach career education.

PROJECT PERFORMANCE MANAGEMENT
FOR
Career Education

In-service: K-6
COMPONENT

Virginia Lish
RESPONSIBILITY

OBJECTIVE MANAGEMENT									ACTIVITY MANAGEMENT								TIME LINE											
	INTERIM				FINAL					INTERIM				FINAL			INTERIM						FINAL					
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		(G)				(H)					(J)				(K)								(L)					
3.0 100% of targeted teachers will develop and/or implement during 75-76 materials/strategies based on techniques studied during the in-service. Verified by teacher log.		X			X				3.1 Establish procedures, reporting forms for implementing activities and summarizing monitoring data.	X										X-									-X
									3.2 Secure and maintain administrative support for participating teachers.		X			X				X-										-X
									3.3 Conduct periodic in-service in assessment, analysis, revision and/or adaption of instructional strategies.		X			X						X			X	X				X	
									3.4 Maintain records of implementation.		X			X				X-										-X
									3.5 Debrief each teacher/team on strategy success using as data; teacher logs, class reading and math profiles and teaching activities.		X			X				X-										-X
									3.6 Conduct in-service for target teachers to revise, modify and/or adapt strategies for the infusion of Career Education Matrix with the academic matrix of reading and math.		X			X				X-										-X
									3.7 Maintain records of revisions and identified needs for future in-service and for teaching emphasis.		X			X						X-									-X	

MAJOR ACCOMPLISHMENTS UNDER EACH OBJECTIVE	EVALUATION DATA
3.0 Teacher logs are submitted 2nd and 4th THursday. The logs provide a record of the activities according to the Career Education Matrix, based on sample of eight teachers.	Based on an analysis of the teachers logs, all content areas were used in the career education activities. Teachers used whatever content areas were most appropriate for each career education activity. Sometimes the career education activity was the focus and sometime the academic served to generate career education activity.

PROJECT PERFORMANCE MANAGEMENT
FOR
Career Education

In-service: 7-12
COMPONENT

Max Horwood/Jack Rudd
RESPONSIBILITY

OBJECTIVE MANAGEMENT										ACTIVITY MANAGEMENT										TIME LINE											
	INTERIM				FINAL						INTERIM				FINAL					INTERIM						FINAL					
PROGRAM OBJECTIVE (F)	Objective Met	Objective in Progress	Objective Not Met	Reason(s) Code	Objective Met	Objective Part. Met	Objective Not Met	Reason(s) Code		ACTIVITIES (I)	Activity Met	Activity in Progress	Activity Not Met	Reason(s) Code	Activity Met	Activity Part. Met	Activity Not Met	Reason(s) Code		July	August	September	October	November	December	January	February	March	April	May	June
		(G)				(H)						(J)				(K)									(L)						
4.0 Compendium of Career Education activity will be expanded to include all subject area courses as evidenced by completion of compendium.		X			X					4.1 Teacher representing each subject area will be selected to expand compendium.			X	3	X					X										X
										4.2 In-service and materials will be provided these teachers.		X			X					X										X

MAJOR ACCOMPLISHMENTS UNDER EACH OBJECTIVE	EVALUATION DATA
4.0 Each teacher attending the summer inservice program, "Curtain Time", wrote several career education infusion activities. All secondary, junior high and student teachers have received copies of the compendium. Each secondary, junior high and student teacher has completed at least one infusion activity for the compendium. Over 292 infusion activities have been developed for inclusion in the compendium. Sixteen teachers were involved in a three day workshop. They critiqued the existing compendium activities, those newly written for inclusion, wrote new activities for areas not included, and eliminated or rewrote those activities which were of questionable value.	Teachers edited and evaluated the existing compendium. Revision of the old compendium and inclusion of new activites has taken place and a new compendium is being printed. Subjects included in the compendium are: Arts General Art Crafts Drawing Design Oil Painting Sculpture Music Theory P.E. Spanish Social Studies Geography Consumer Ed Psychology 26 Sociology U.S. History World History Language Arts English Journalism Creative Writing Math General Math Algebra Geometry Science Biology Botony Chemistry Earth Science Ecology Physics Astronomy Drivers Ed E.S.L. Health

PROJECT PERFORMANCE MANAGEMENT
FOR

In-service: 7-12
COMPONENT

Career Education

Max Norwood/Jack Rudd
RESPONSIBILITY

OBJECTIVE MANAGEMENT										ACTIVITY MANAGEMENT										TIME LINE											
	INTERIM				FINAL						INTERIM				FINAL					INTERIM						FINAL						
PROGRAM OBJECTIVE (F)	Objective Met	Objective In Progress	Objective Not Met	Reason(s) Code	Objective Met	Objective Part. Met	Objective Not Met	Reason(s) Code		ACTIVITIES (I)	Activity Met	Activity In Progress	Activity Not Met	Reason(s) Code	Activity Met	Activity Part. Met	Activity Not Met	Reason(s) Code		July	August	September	October	November	December	January	February	March	April	May	June
5.0 Increase teacher classroom use of infusion of Career Education activities. Measured by pre and post student/teacher survey.		(G) X			X	(H)				5.1 Classroom use of compendium.		(J) X				(K)							X		(L)				X		
										5.2 Developing Career Education activities related to individual teacher course guides.		X				X				X		X									X

MAJOR ACCOMPLISHMENTS UNDER EACH OBJECTIVE	EVALUATION DATA
5.0 During summer inservice "Curtain Time," teachers received copies of the compendium to be used as a resource material for infusion of career education activities into the existing curriculum Teachers of English I, English II, Auto/English and Drivers Education/ Health have included infusion activities in the development of 175 days of instruction for their classes. 37 of 49 teachers have reported the use of at least one infusion activity in the classroom. 30 of 49 teachers have reported the use of at least two or more infusion activities in the classroom. 18 of 49 teachers have reported the use of at least ten or more infusion activities in the classroom.	Checklists kept by the facilitator indicate a 6 % increase in the use of career education infusion activities over previous year.

PROJECT PERFORMANCE MANAGEMENT
FOR
Career Education

In-Service: Sr. High
COMPONENT

Max Norwood
RESPONSIBILITY

OBJECTIVE MANAGEMENT									ACTIVITY MANAGEMENT								TIME LINE											
	INTERIM				FINAL					INTERIM				FINAL			INTERIM						FINAL					
PROGRAM OBJECTIVE (F)	Objective Met	Objective In Progress	Objective Not Met	Reason(s) Code	Objective Met	Objective Part. Met.	Objective Not Met	Reason(s) Code	ACTIVITIES (I)	Activity Met	Activity In Progress	Activity Not Met	Reason(s) Code	Activity Met	Activity Part. Met.	Activity Not Met	July	August	September	October	November	December	January	February	March	April	May	June
		(C)				(H)					(J)				(K)							(L)						
6.0 The 7th, 8th and 9th trade staff will complete the following:	X				X				6.1 Plan in-service including time lines.	X				X			X										X
					X				6.2 Implement plan.			X					X											X
a. Update course guides to include more Career Education objectives and activities.	X								6.3 Evaluate			X												X				X
b. Upgrade and develop new Career Education materials.	X				X																							
c. Develop and implement a plan for better use of community resources.		X			X																							
As evidenced by completion of products.																												

MAJOR ACCOMPLISHMENTS UNDER EACH OBJECTIVE	EVALUATION DATA
6.0 English I and Drivers Education/Health teachers used inservice time to update course guides to include more career education objectives and to develop and upgrade career education materials.	Existence of updated materials and course guides are evidence that the objective has been met.

PROJECT PERFORMANCE MANAGEMENT
FOR
Career Education

In-Service: Sr. High
COMPONENT

Max Norwood
RESPONSIBILITY

OBJECTIVE MANAGEMENT									ACTIVITY MANAGEMENT									TIME LINE											
	INTERIM				FINAL					INTERIM				FINAL				INTERIM						FINAL					
PROGRAM OBJECTIVE (P)	Objective Met	Objective in Progress	Objective Not Met	Reason(s) Code	Objective Met	Objective Part. Met	Objective Not Met	Reason(s) Code	ACTIVITIES (I)	Activity Met	Activity in Progress	Activity Not Met	Reason(s) Code	Activity Met	Activity Part. Met	Activity Not Met	Reason(s) Code	July	August	September	October	November	December	January	February	March	April	May	June
		(C)				(H)					(J)				(K)								(L)					
7.0 Counselors and teachers will develop more career awareness to better assist students as evidenced by a criterion referenced test.		X			X				7.1 Plan in-service including time lines.	X				X				X										X
									7.2 Implement plan.		X			X				X										X
									7.3 Evaluate		X			X											X				X

MAJOR ACCOMPLISHMENTS UNDER EACH OBJECTIVE	EVALUATION DATA
7.0 Teachers and counselors participated in the "Curtain Time" workshop with the goal of increasing personal awareness as the the Career Education Model, infusion activities and career availability. The entire high school staff received inservice regarding career awareness at least once a month. Teachers participated in a second workshop during Christmas vacation. Teachers and counselors appear to be much more involved in assisting students in making career decisions.	See Inservice 7-12 Objective #1

PROJECT PERFORMANCE MANAGEMENT
FOR
Career Education

In-Service: 10-12
COMPONENT

Jack Rudd
RESPONSIBILITY

OBJECTIVE MANAGEMENT										ACTIVITY MANAGEMENT										TIME LINE											
	INTERIM					FINAL					INTERIM				FINAL					INTERIM						FINAL					
PROGRAM OBJECTIVE (F)	Objective Met	Objective in Progress	Objective Not Met	Reason(s) Code		Objective Met	Objective Part. Met	Objective Not Met	Reason(s) Code	ACTIVITIES (I)	Activity Met	Activity in Progress	Activity Not Met	Reason(s) Code	Activity Met	Activity Part. Met	Activity Not Met	Reason(s) Code		July	August	September	October	November	December	January	February	March	April	May	June
		(G)					(H)					(J)				(K)								(L)						
8.0 Expand the understandings, thereby increasing the level of sophistication of counselors, teachers, and administrators concerning vocational education programs, as evidenced by criterion referenced test.		X					X			8.1 Program to assist teachers in strengthening course guides in vocational classes.		X			X					X-	-	-	-	-	-	-	-	-	-	-	-X
										8.2 Program to assist academic teachers in relating their subject area instruction to career choices of students.		X			X					X-	-	-	-	-	-	-	-	-	-	-	-X
										8.3 Program to assist staff in making better use of community resources and advisory committees.		X			x					X-	-	-	-X	-	-	-	-	X-	-	-	-X

MAJOR ACCOMPLISHMENTS UNDER EACH OBJECTIVE	EVALUATION DATA
8.0 Note: Objective only partially met because criterion reference test was not given.	
1. a. Inservice meetings have been held to discuss vocational courses content. b. Five teachers have been offered extra pay to develop entry level skills lists for one of their classes. c. Advisory committee meetings have been held and teachers have received input regarding course content. d. Work experience brochures and a Regional Occupational Program Staff Guide were developed as reference tools for teachers.	1. Entry level skills were developed. Attainment of skills is outlined under Vocational Education Component.
2. See Inservice 7-12 Objective 4.0	2. See Inservice 7-12 Objective 4.0
3. Staff reviewed training in use of community resources during "Curtain Time" and other inservice sessions.	3. See Community Involvement Objective 2.0

PROJECT PERFORMANCE MANAGEMENT
FOR
Career Education

Inservice: Higher Education
COMPONENT

Dick Prescott
RESPONSIBILITY

OBJECTIVE MANAGEMENT									ACTIVITY MANAGEMENT									TIME LINE											
	INTERIM				FINAL					INTERIM				FINAL				INTERIM						FINAL					
PROGRAM OBJECTIVE (F)	Objective Met	Objective In Progress	Objective Not Met	Reason(s) Code	Objective Met	Objective Part. Met	Objective Not Met	Reason(s) Code	ACTIVITIES (I)	Activity Met	Activity In Progress	Activity Part. Met	Activity Not Met Reason(s) Code	Activity Met	Activity Part. Met	Activity Not Met	Reason(s) Code	July	August	September	October	November	December	January	February	March	April	May	June
9.0 Teachers involved in the center Program will develop, use and evaluate the effectiveness of at least one career education instructional unit (length to be determined) in the teaching area.		(G) X			X	(H)			10.1 Steering Committee assesses needs of teacher orientation to Center concept.	X	(J)			X	(K)				X	X			(L)						
									10.2 Steering Committee approves fall project.	X				X						X	X								
									10.3 Workshops on Career Education concepts (Pre and Inservice).			X	4	X				X			X								
									10.4 Workshops on the preparation of materials, including diagnostic techniques for inservice techniques.			X	4	X						X			X						
									10.5 Steering Committee evaluates fall program and recommends spring program.	X				X								X	X						
									(All workshops will be developed with the concurrence and support of the Steering Committee).																				

MAJOR ACCOMPLISHMENTS UNDER EACH OBJECTIVE	EVALUATION DATA
9.0 Steering committee met three times. Final meeting was for evaluation. Suggestions attached. Seven workshop seminars were held for pre-service teachers. These dealt with objectives of career education, unit and lesson plan format, examples of infusion activities, administration of Ventura test and use of derived data.	Meeting summaries

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PROJECT PERFORMANCE MANAGEMENT
FOR

Higher Education Teacher Pre-Service — COMPONENT

Career Education

Dick Prescott — RESPONSIBILITY

OBJECTIVE MANAGEMENT									ACTIVITY MANAGEMENT									TIME LINE											
	INTERIM				FINAL					INTERIM				FINAL				INTERIM						FINAL					
PROGRAM OBJECTIVE (F)	Objective Met	Objective In Progress	Objective Not Met	Reason(s) Code	Objective Met	Objective Part. Met	Objective Not Met	Reason(s) Code	ACTIVITIES (I)	Activity Met	Activity In Progress	Activity Not Met	Reason(s) Code	Activity Met	Activity Part. Met	Activity Not Met	Reason(s) Code	July	August	September	October	November	December	January	February	March	April	May	June
1.0 Students will demonstrate an understanding of Career Education concepts through: The preparation and utilization of at least two, two-week instructional units which include appropriate career education elements.		(G) X			X	(H)			1.1 Steering Committee organized; preservice program described and approved.	X	(J)			X	(K)					X			(L)						
									1.2 Steering Committee review or preservice program.	X				X							X		X		X					
									1.3 Development of personalized units in career education through participation in seminars, workshops, and observation of materials and prototypes.	X				X					X	X									
									1.4 Workshops, simulations on instructional techniques.	X				X					X				X						
									1.5 Instructional responsibility in a classroom with small groups and then regular classes.		X			X					X										X
									1.6 Evaluation of instruction through seminars, simulations, micro-teaching experiences and in-class practice.		X			X					X										X

MAJOR ACCOMPLISHMENTS UNDER EACH OBJECTIVE	EVALUATION DATA
1.0 Student teachers' weekly lesson plans showed broad, general use of infusion activities. Student teachers designed career education units for their context areas. Three student teachers assisted with update and expansion of compendium. One student teacher contracted to write full course unit: Introduction to Psychology, for 8th grade.	Weekly lesson plans. Sample Units.

PROJECT PERFORMANCE MANAGEMENT
FOR
Career Education

Higher Education Teacher Preservice
COMPONENT

Dick Prescott
RESPONSIBILITY

OBJECTIVE MANAGEMENT										ACTIVITY MANAGEMENT										TIME LINE											
	INTERIM				FINAL						INTERIM				FINAL					INTERIM						FINAL					
PROGRAM OBJECTIVE (F)	Objective Met	Objective In Progress	Objective Part. Met	Objective Not Met	Reason(s) Code	Objective Met	Objective Part. Met	Objective Not Met	Reason(s) Code	ACTIVITIES (I)	Activity Met	Activity In Progress	Activity Part. Met	Activity Not Met	Reason(s) Code	Activity Met	Activity Part. Met	Activity Not Met	Reason(s) Code	July	August	September	October	November	December	January	February	March	April	May	June
2.0 Interns will demonstrate an improvement in their attitutde toward career education and increase their knowledge and practice of career education.		(G) X				X	(H)			4.1 Develop pre-assessment instrument.	X	(J)				X	(K)				X	X			(L)						
										4.2 Administer pre-assessment instrument.	X					X						X	X									
										4.3 Determine needs.	X					X							X	X								
										4.4 Develop inservice to meet needs.	X					X								X								
										4.5 Implement inservice.	X					X										X						
										4.6 Monitor inservice.		X				X								X								
										4.7 Evaluation.		X				X													X			

MAJOR ACCOMPLISHMENTS UNDER EACH OBJECTIVE	EVALUATION DATA
2.0 Continued inservice was provided for all student teachers on career education. Policy Studies in Education developed an instrument to determine student teacher attitude toward career education. Pre and post tests administered.	The experimental group demonstrated a significant increase in cognitive knowledge about career education. Both groups increased equally in positive attitude toward career education. Refer to Policy Studies in Education Final Report for specifics.

PROJECT PERFORMANCE MANAGEMENT
FOR
Career Education

Evaluation - Design
COMPONENT

Marilyn Hildebrandt
RESPONSIBILITY

OBJECTIVE MANAGEMENT										ACTIVITY MANAGEMENT										TIME LINE											
	INTERIM				FINAL						INTERIM				FINAL					INTERIM						FINAL					
PROGRAM OBJECTIVE (F)	Objective Met	Objective In Progress	Objective Not Met	Reason(s) Code	Objective Met	Objective Part. Met	Objective Not Met	Reason(s) Code		ACTIVITIES (I)	Activity Met	Activity In Progress	Activity Not Met	Reason(s) Code	Activity Met	Activity Part. Met	Activity Not Met	Reason(s) Code		July	August	September	October	November	December	January	February	March	April	May	June
1.0 An outside evaluation shall develop and implement an evaluation design including:	X	(G)			X	(H)				1.1 Select and appoint an outside evaluator/agency.	X	(J)			X	(K)				X	X				(L)						
a. Approval of instruments and procedures tested in the evaluation design.	X				X					1.2 Determine instruments needed for assessment and data collection of all components.	X				X						X	X									
b. Development of interim annual and final reports.		X			X					1.3 Develop a standard criteria per approval of all instruments and procedures.		X			X					X										X
c. Process evaluation through monitoring all activities and the preparation of reports by staff, as well as periodic program audits.		X			X					1.4 Develop time frames and activities for collection of all data and completion of reports.	X				X					X		X								
d. Product evaluation through analysis of the performance specialists and relative data of all project objectives.		X			X					1.5 Develop schedule for monitoring program activities and procedures.	X				X					X		X								
e. Assessment of the project's overall effectiveness.		X			X					1.6 Develop a Matrix of component objectives, evaluation specifications and instruments or means of assessment.	X				X					X		X								
										1.7 Accomodate form and instrumentation needs of #6. (Develop if needed).	X				X					X		X								
										1.8 Determine/develop format for all reports.	X				X					X		X								
										1.9 Assign personnel as needed to implement the above.		X			X					X										X

MAJOR ACCOMPLISHMENTS UNDER EACH OBJECTIVE	EVALUATION DATA
Refer to Policy Studies in Education report, Appendix	Refer to Policy Studies in Education report, Appendix

PROJECT PERFORMANCE MANAGEMENT
FOR
Career Education

Evaluation - Process
COMPONENT

Marilyn Hildebrandt
RESPONSIBILITY

OBJECTIVE MANAGEMENT									ACTIVITY MANAGEMENT									TIME LINE											
	INTERIM				FINAL					INTERIM				FINAL				INTERIM						FINAL					
PROGRAM OBJECTIVE (F)	Objectives Met	Objectives In Progress	Objectives Not Met	Reason(s) Code	Objectives Met	Objectives Part. Met	Objectives Not Met	Reason(s) Code	ACTIVITIES (I)	Activity Met	Activity In Progress	Activity Not Met	Reason(s) Code	Activity Met	Activity Part. Met	Activity Not Met	Reason(s) Code	July	August	September	October	November	December	January	February	March	April	May	June
2.0 For the duration of the project, an outside evaluator and project personnel shall conduct a process evaluation that monitors and assesses the implementation and achievement of objectives and activities as verified by interim reports.	X	(G)			X	(H)					(J)				(K)								(L)						
									2.1 Develop process evaluation system for activities and objectives.	X				X				X	X										
									2.2 Schedule specific dates for monitoring and assessment.	X				X				X	X										
									2.3 Develop system for reporting and processing results (recommendations).	X				X				X	X										
									2.4 Develop format for updating.	X				X				X	X										
									2.5 Assign and preservice personnel.	X				X				X	X										
									2.6 Implement evaluation per design.		X			X				X	X	X	X	X	X	X	X	X	X	X	X

MAJOR ACCOMPLISHMENTS UNDER EACH OBJECTIVE	EVALUATION DATA
1.0 See Evaluation Procedures for a summary of the district process evaluation accomplishments. Refer to Policy Studies in Education's Final Report for their accomplishments.	

PROJECT PERFORMANCE MANAGEMENT
FOR
Career Education

Evaluation - Process
COMPONENT

Marilyn Hildebrandt
RESPONSIBILITY

OBJECTIVE MANAGEMENT									ACTIVITY MANAGEMENT									TIME LINE											
	INTERIM				FINAL					INTERIM				FINAL				INTERIM						FINAL					
PROGRAM OBJECTIVE (F)	Objective Met	Objective In Progress	Objective Not Met	Reason(s) Code	Objective Met	Objective Part. Met	Objective Not Met	Reason(s) Code	ACTIVITIES (I)	Activity Met	Activity In Process	Activity Not Met	Reason(s) Code	Activity Met	Activity Part. Met	Activity Not Met	Reason(s) Code	July	August	September	October	November	December	January	February	March	April	May	June
2.1 The project evaluation shall develop an interim process evaluation report reflecting activity implementation in reference to the time frame for the specific activities as determined by interim reports.	X	(G)			X	(H)			2.1.1 Develop a matrix of activities and implementation dead line.	X	(J)			X	(K)			X	X				(L)						
									2.1.2 Conduct on site monitoring activities and implement.	X				X					X	(Tentative Dates)					X					
									2.1.3 Record any discrepancies between planned and accomplishment dates.	X				X					X						X					
									2.1.4 Develop a report of findings.	X				X					X						X					

MAJOR ACCOMPLISHMENTS UNDER EACH OBJECTIVE	EVALUATION DATA
See Interim Report, January 1976.	

PROJECT PERFORMANCE MANAGEMENT
FOR

Evaluation Process — COMPONENT

Career Education

Marilyn Hildebrandt — RESPONSIBILITY

OBJECTIVE MANAGEMENT									ACTIVITY MANAGEMENT									TIME LINE											
	INTERIM				FINAL					INTERIM				FINAL				INTERIM						FINAL					
PROGRAM OBJECTIVE (F)	Objective Met	Objective In Progress	Objective Not Met	Reason(s) Code	Objective Met	Objective Part. Met	Objective Not Met	Reason(s) Code	ACTIVITIES (I)	Activity Met	Activity In Progress	Activity Not Met	Reason(s) Code	Activity Met	Activity Part. Met	Activity Not Met	Reason(s) Code	July	August	September	October	November	December	January	February	March	April	May	June
2.2 Project personnel and evaluation shall conduct an interim assessment of student progress on relative component objectives as verified by an interim report of the findings.	X	(G)			X	(H)			2.2.1 Identify student performance objectives.	X	(J)			X	(K)				X	———	X		(L)						
									2.2.2 Arrange for appropriate assessment instrumentation.	X				X							X	———	X							
									2.2.3 Develop the evaluation design/procedures (sampling techniques, etc.)	X				X						X	———	X							
									2.2.4 Conduct interim evaluation.	X				X									X						
									2.2.5 Report findings.	X				X										X	———	X			

MAJOR ACCOMPLISHMENTS UNDER EACH OBJECTIVE	EVALUATION DATA
See Interim report, January 1976.	

Evaluation Process
COMPONENT

PROJECT PERFORMANCE MANAGEMENT
FOR
Career Education

Marilyn Hildebrand
RESPONSIBILITY

OBJECTIVE MANAGEMENT									ACTIVITY MANAGEMENT								TIME LINE											
	INTERIM				FINAL					INTERIM				FINAL				INTERIM						FINAL				
PROGRAM OBJECTIVE (F)	Objective Met	Objective In Progress	Objective Not Met	Reason(s) Code	Objective Met	Objective Part. Met	Objective Not Met	Reason(s) Code	ACTIVITIES (I)	Activity Met	Activity In Progress	Activity Not Met	Reason(s) Code	Activity Met	Activity Part. Met	Activity Not Met	Reason(s) Code	July	August	September	October	November	December	January	February	March	April	May	June
		(G)				(H)					(J)				(K)								(L)					
2.3 The process evaluation system will provide for a data and criteria based method of program modification designed to enhance the intent of the project as verified by a record of project amendments and revision.		X			X				2.3.1 Interim process/monitoring evaluation reports are submitted to career education office. (Central Office)		X			X								X						X
									2.3.2 Program modifications are submitted for approval.		X			X								X						X

MAJOR ACCOMPLISHMENTS UNDER EACH OBJECTIVE	EVALUATION DATA
See Interim Report, January 1976.	

Evaluation - Product

COMPONENT

PROJECT PERFORMANCE MANAGEMENT
FOR
Career Education

Marilyn Hildebrandt
RESPONSIBILITY

OBJECTIVE MANAGEMENT									ACTIVITY MANAGEMENT									TIME LINE											
	INTERIM				FINAL					INTERIM				FINAL				INTERIM						FINAL					
PROGRAM OBJECTIVE (F)	Objective Met	Objective In Progress	Objective Not Met	Reason(s) Code	Objective Met	Objective Part. Met	Objective Not Met	Reason(s) Code	ACTIVITIES (I)	Activity Met	Activity In Progress	Activity Not Met	Reason(s) Code	Activity Met	Activity Part. Met	Activity Not Met	Reason(s) Code	July	August	September	October	November	December	January	February	March	April	May	June
3.0 An outside evaluator shall determine achievement of all performance objectives through implementation of the evaluation design including: -Questionnaire -Pre/post assessment techniques -Comparative analysis of data from other projects -Monitoring, process reports -Rating scales -Anecdotal objectives -Criterion referenced activities, results, reports -Standardized, local test results -Specifications included in objectives As measured by interim, final reports.		(G) X			X	(H)			3.1 Determine instruments for assessing objective achievement.	X	(J)			X	(K)				X——	——X			(L)							
									3.2 Analyze (performance) specifications all objectives.	X				X					X——	——X										
									3.3 Develop schedule for all data collection, (i.e. test dates, reporting deadlines)	X				X					X——	——X										
									3.4 Conduct evaluation per design.		X			X					X—												X
									3.5 Analyze baseline, interim product data.		X			X					X—	——X					X—					
									3.6 Analyze process/monitoring data, reports, surveys, rating scales etc. per evaluation design.		X			X					X—	——X					X—					
									3.7 Determine extent to which objectives were met.		X			X											X—					X
									3.8 Conduct interim checks per evaluation design. Report recommendations for modification.		X			X											X—					X
									3.9 Report all findings in evaluation reports. (interim, year end, final).		X			X											X—					X

MAJOR ACCOMPLISHMENTS UNDER EACH OBJECTIVE	EVALUATION DATA
Refer to Policy Studies in Education, Final Report, Appendix	

PROJECT PERFORMANCE MANAGEMENT
FOR
Career Education

Evaluation - Cognitive
COMPONENT

Marilyn Hildebrandt
RESPONSIBILITY

OBJECTIVE MANAGEMENT										ACTIVITY MANAGEMENT										TIME LINE											
	INTERIM				FINAL						INTERIM				FINAL					INTERIM						FINAL					
PROGRAM OBJECTIVE (F)	Objective Met	Objective In Progress	Objective Not Met	Reason(s) Code	Objective Met	Objective Part. Met	Objective Not Met	Reason(s) Code		ACTIVITIES (I)	Activity Met	Activity In Progress	Activity Not Met	Reason(s) Code	Activity Met	Activity Part. Met	Activity Not Met	Reason(s) Code		July	August	September	October	November	December	January	February	March	April	May	June
4.0 To determine the impact of Career Education on academic achievement by a comparative analysis of past & present student achievement on standardized tests. (CTBS)		(G) X				(H) X				4.1 Design system for comparative analysis of academic impact.	X	(J)			X	(K)					X----X				(L)					
										a. Pre/post standardized assessment of target and control students.		X			X							X----X							X----X	
										b. Develop match/mismatch of control and target students.	X										X----X									
										c. Analyze academic achievement of match/mismatch above.		X			X													X----X	
										d. Determine impact of Career Education on academic achievement.		X			X													X----X	
										4.2 Develop a match/mismatch of past and present students.		X			X							X----X							
										a. Pre/post standardized test of present Career Education students.		X			X							X----X							X
										b. Compare academic ahievement of present vs. post.		X			X														X
										c. Determine impact of Project.		X			X														X

MAJOR ACCOMPLISHMENTS UNDER EACH OBJECTIVE	EVALUATION DATA
Elementary See K-6 Curriculum 2.0	

Evaluation - Objective

COMPONENT

PROJECT PERFORMANCE MANAGEMENT FOR Career Education

Marilyn Hildebrandt

RESPONSIBILITY

OBJECTIVE MANAGEMENT										ACTIVITY MANAGEMENT										TIME LINE											
	INTERIM				FINAL						INTERIM				FINAL					INTERIM						FINAL					
PROGRAM OBJECTIVE (F)	Objective Met	Objective In Progress	Objective Part. Met	Reason(s) Code	Objective Met	Objective Part. Met	Objective Not Met	Reason(s) Code		ACTIVITIES (I)	Activity Met	Activity In Progress	Activity Not Met	Reason(s) Code	Activity Met	Activity Part. Met	Activity Not Met	Reason(s) Code		July	August	September	October	November	December	January	February	March	April	May	June
5.0 The project shall determine the effects of "career education" infusion strategies/concepts on student attitudes towards career education as measured by a combination of:		(G) X				(H)				1. Develop evaluation design for attitude assessment.	X	(J)			X	(K)				X----	----X				(L)						
- Rating scale;										2. Develop and provide instrumental per design.	X				X						X-	----------	----------	----------	----------	----X					
- Teacher anecdotal notes;										3. Schedule testing and completion of instruments.	X				X						X-	----------	----------	----X							
- Criterion referenced activities;										4. Collect data.		X			X						X-	----------	----------	----------	----------	----X					
- K-3 (PCOT)										5. Analysis of data by evaluation.		X			X												X-	----------	----------	----X	
- 4-6 (ICOT)										6. Report findings.	X				X														X-	--X	
- 7-12 (Ceres Career Education Instrumentation)																															

MAJOR ACCOMPLISHMENTS UNDER EACH OBJECTIVE	EVALUATION DATA
5.0 A log and anecdotal records completed by staff on infusion activities were very positive. The success in academic achievement at all levels serve to demonstrate the positive efforts of infusion of students.	Records of anecdotal notes and a log is on file demonstrating positive results. See evaluation report by Policy Studies in Education for further data.

PROJECT PERFORMANCE MANAGEMENT
FOR
Career Education

Evaluation In-service-Staff
COMPONENT

Marilyn Hildebrandt
RESPONSIBILITY

OBJECTIVE MANAGEMENT									ACTIVITY MANAGEMENT									TIME LINE											
	INTERIM				FINAL					INTERIM				FINAL				INTERIM						FINAL					
PROGRAM OBJECTIVE (F)	Objective Met	Objective In Progress	Objective Not Met	Reason(s) Code	Objective Met	Objective Part. Met	Objective Not Met	Reason(s) Code	ACTIVITIES (I)	Activity Met	Activity In Progress	Activity Not Met	Reason(s) Code	Activity Met	Activity Part. Met	Activity Not Met	Reason(s) Code	July	August	September	October	November	December	January	February	March	April	May	June
		(G)				(H)					(J)				(K)								(L)					
6.0 The project staff and evaluation shall assess the effectiveness of the college inservice program including: The effectiveness of the "College Career Center Program" as measured by analysis of the evaluation specifications of the objectives of that program.		X			X				6.1 Identify the evaluation specification included in the college program.	X				X				X	X									
									6.2 Develop/approve/modify assessment procedures and instruments as needed.	X				X				X	X									
									6.3 Monitor inservice activities.		X			X				X												X
									6.4 Determine objective achievement.		X			X									X		X		X		X
									6.5 Analyze data.		X			X									X	X			X		
									6.6 Report findings.		X			X								X		X		X		X

MAJOR ACCOMPLISHMENTS UNDER EACH OBJECTIVE	EVALUATION DATA
Refer to major accomplishments - Higher Education	Refer to Evaluation Data - Higher Education

Evaluation In-service/Staff
COMPONENT

PROJECT PERFORMANCE MANAGEMENT
FOR
Career Education

Marilyn Hildebrandt
RESPONSIBILITY

OBJECTIVE MANAGEMENT									ACTIVITY MANAGEMENT									TIME LINE											
	INTERIM				FINAL					INTERIM				FINAL				INTERIM						FINAL					
PROGRAM OBJECTIVE (F)	Objective Met	Objective In Progress	Objective Not Met	Reason(s) Code	Objective Met	Objective Part. Met	Objective Not Met	Reason(s) Code	ACTIVITIES (I)	Activity Met	Activity In Process	Activity Not Met	Reason(s) Code	Activity Met	Activity Part. Met	Activity Not Met	Reason(s) Code	July	August	September	October	November	December	January	February	March	April	May	June
7.0 By the end of the project Ceres School District shall be empl ying Career Education infusion strategies that affect students in virtually all school programs as determined by any of the following: a. Monitor/process reports b. Rating scale c. Ceres Career Education Test (local) d. Observations (staff and evaluator) e. Anecdotal notes f. Student records		(G) X			X	(H)			7.1 Implement the inservice program.	X	(J)			X	(K)				X				(L)					X
									7.2 Analyze objective achievement.	X				X								X	X			X	X
									7.3 Assess implementation and effectiveness of "Career Education infusion strategies" as specified.	X				X								X					X
									7.4 Report findings.	X				X												X	X

MAJOR ACCOMPLISHMENTS UNDER EACH OBJECTIVE	EVALUATION DATA
7.0 An inservice program "Curtain Time" was provided on infusion for the majority of the staff during the summer and duri g the school year. A monitoring system was developed and implemented by the Career Education Facilitator. Teachers reported on a weekly basis the infusion activities used in their classroom.	Over 80% of the teaching staff reported using career infusion activities in the classroom. Reports and records on file.

PROJECT PERFORMANCE MANAGEMENT
FOR
Career Education

Dissemination
COMPONENT

John Avila
RESPONSIBILITY

OBJECTIVE MANAGEMENT									ACTIVITY MANAGEMENT									TIME LINE											
	INTERIM				FINAL					INTERIM				FINAL				INTERIM						FINAL					
PROGRAM OBJECTIVE (F)	Objective Met	Objective in Progress	Objective Not Met	Reason(s) Code	Objective Met	Objective Part. Met	Objective Not Met	Reason(s) Code	ACTIVITIES (I)	Activity Met	Activity in Progress	Activity Not Met	Reason(s) Code	Activity Met	Activity Part. Met	Activity Not Met	Reason(s) Code	July	August	September	October	November	December	January	February	March	April	May	June
1.0 The entire staff of the school district will be aware of the project, its objectives and results as measured by:		(G) X				(H)			1.1 Determine information needs of staff.		(J) X				(K)						X	(L)						X
a. In-service records									1.2 Enroll staff in appropriate in-service activities (see in-service component).		X							X									X	
b. Staff meeting attendance and agendas									1.3 Involve staff in appropriate orientation activities (see in-service component)		X							X	X				X		X		X	
c. Inclusion in at least three internal publications									1.4 Prepare newsletters and in-house communication articles.		X							X	X				X		X		X	
d. 70% satisfaction rating on "Dissemination Adequcy" instrument									1.5 Plan, prepare and implement mass media campaign (see 2.0)		X							X										X
									1.6 Complete and disseminate interim and year end reports		X									X								X
									1.7 Inform news media as needed.		X							X										X

MAJOR ACCOMPLISHMENTS UNDER EACH OBJECTIVE	EVALUATION DATA
1.0 Project objectives were summarized by component and distributed to the staff. The objectives were reviewed at the summer inservice workshop for both elementary and secondary staffs. The project objectives were also revised during an administrators workshop. The project has been reported in: Career Education Monograph "Barker" Ceres High Student Newspaper Know Your School Pamphlet Viewpoints - District Monthly Newsletter The Modesto Bee The Ceres Courier	Products

PROJECT PERFORMANCE MANAGEMENT
FOR
Career Education

Dissemination
COMPONENT

John Avila
RESPONSIBILITY

OBJECTIVE MANAGEMENT									ACTIVITY MANAGEMENT									TIME LINE											
	INTERIM				FINAL					INTERIM				FINAL				INTERIM						FINAL					
PROGRAM OBJECTIVE (F)	Objective Met	Objective In Progress	Objective Not Met	Reason(s) Code	Objective Met	Objective Part. Met	Objective Not Met	Reason(s) Code	ACTIVITIES (I)	Activity Met	Activity In Process	Activity Not Met	Reason(s) Code	Activity Met	Activity Part. Met	Activity Not Met	Reason(s) Code	July	August	September	October	November	December	January	February	March	April	May	June
		(G)				(H)					(J)				(K)								(L)						
2.0 To develop an awareness and understanding of the Ceres Career Education Program - within the Ceres Community; within Stanislaus County; and within the State Department of Education as measured by records of mailings and communications to the above agencies and groups.		X			X				2.1 Develop a sub-committee responsible for information, dissemination, tabulation.	X								X	X									
									2.2 Sub-committee develops a "pool" of dissemination techniques and methods.	X								X	X									
									2.3 Determine groups, agencies etc. appropriate for information dissemination.	X								X	X									
									2.4 Design system for information dissemination based on above.			X	6					X	X									
									2.5 Implement system per design.		X																X		
									2.6 Maintain records as needed.		X							X									X		

MAJOR ACCOMPLISHMENTS UNDER EACH OBJECTIVE	EVALUATION DATA
2.0 CETA funds a full time person to write and disseminate information to the media. A plan is in action and articles were written each week.	District clip files were maintained by superintendent's office. Special editions of the "Barker" Ceres High School Student newspaper was published. Viewpoints, the district monthly newsletter to each household, many articles explaining career education activities and goals.

PROJECT PERFORMANCE MANAGEMENT
FOR
Career Education

Dissemination — COMPONENT

John Avila — RESPONSIBILITY

OBJECTIVE MANAGEMENT									ACTIVITY MANAGEMENT								TIME LINE											
	INTERIM				FINAL					INTERIM				FINAL			INTERIM						FINAL					
PROGRAM OBJECTIVE (F)	Objective Met	Objective in Progress	Objective Not Met	Reason(s) Code	Objective Met	Objective Part. Met	Objective Not Met	Reason(s) Code	ACTIVITIES (I)	Activity Met	Activity in Progress	Activity Not Met	Reason(s) Code	Activity Met	Activity Part. Met	Activity Not Met	July	August	September	October	November	December	January	February	March	April	May	June
		(G)				(H)					(J)				(K)							(L)						
3.0 On site tours will be organized and conducted to provide interested persons an opportunity to see the project in operation as measured by participation records.		X							3.1 Develop and organize tours of the various aspects of the program.		X							X		X							
									3.2 Solicit participation from potentially interested sources.		X							X		X							
									3.3 Inform news media.		X																	
									3.4 Schedule and conduct tours.		X							X										X
									3.5 Maintain records.		X							X										X

MAJOR ACCOMPLISHMENTS UNDER EACH OBJECTIVE	EVALUATION DATA
3.0 Tours have been organized so that all aspects of the career education program can be seen in operation. Selected personnel at each school site have responsibilities for conducting the tours. A slide tape presentation on mini society at the elementary level is shown. The following have toured our district Career Education Program. See elementary and secondary section.	Records Average of 5 on site tours per month as verified by record.

PROJECT PERFORMANCE MANAGEMENT
FOR

Dissemination
COMPONENT

Career Education

John Avila
RESPONSIBILITY

OBJECTIVE MANAGEMENT										ACTIVITY MANAGEMENT										TIME LINE											
	INTERIM				FINAL						INTERIM				FINAL					INTERIM						FINAL					
PROGRAM OBJECTIVE (F)	Objective Met	Objective In Progress	Objective Not Met	Reason(s) Code	Objective Met	Objective Part. Met	Objective Not Met	Reason(s) Code		ACTIVITIES (I)	Activity Met	Activity In Progress	Activity Not Met	Reason(s) Code	Activity Met	Activity Part. Met	Activity Not Met	Reason(s) Code		July	August	September	October	November	December	January	February	March	April	May	June
4.0 A sub-committee consisting of project personnel will make appearances before college groups, parent groups, civic groups, business groups, etc. both local and in other districts measured by a record of their appearances.		(G) X				(H)				4.1 Develop materials and media to be utilized during appearances.	(J) X					(K)					X	X			(L)						
										4.2 Disseminate information regarding appearances.	X									X		X									
										4.3 Schedule and conduct appearances.	X									X											X
										4.4 Maintain records.	X									X											X

MAJOR ACCOMPLISHMENTS UNDER EACH OBJECTIVE	EVALUATION DATA
4.0 District staff members have been prepared to make presentations to groups on request. We are increasing the number of staff members to provide this service because of the increasing demand. The following are some of the wants where presentations have been made: See elementary and secondary sections.	Records Records of presentations available for internal evaluation.

PROJECT PERFORMANCE MANAGEMENT
FOR
Career Education

COMPONENT: Administration

RESPONSIBILITY: John Avila

OBJECTIVE MANAGEMENT										ACTIVITY MANAGEMENT										TIME LINE											
	INTERIM				FINAL						INTERIM				FINAL					INTERIM						FINAL					
PROGRAM OBJECTIVE (F)	Objective Met	Objective in Progress	Objective Not Met	Reason(s) Code	Objective Met	Objective Part. Met	Objective Not Met	Reason(s) Code		ACTIVITIES (I)	Activity Met	Activity in Process	Activity Not Met	Reason(s) Code	Activity Met	Activity Part. Met	Activity Not Met	Reason(s) Code		July	August	September	October	November	December	January	February	March	April	May	June
1.0 By August 1, a management plan will be developed as demonstrated by the publication and distribution of:		(G)			X	(H)				1.1 Identify and list process and product objectives by component.	X	(J)			X	(K)				X—X					(L)						
a. PAMES document	X				X					1.2 Identify and list time, task and talent required in each performance objective.		X			X					X—X											
b. 3-T Chart	X				X																										

MAJOR ACCOMPLISHMENTS UNDER EACH OBJECTIVE	EVALUATION DATA
1.0 PAMES Document was not completed by August 1, but is now completed The component parts in the PAMES Document were used to monitor progress. A written process was developed to report the progress of each component.	Product

Administration

COMPONENT

PROJECT PERFORMANCE MANAGEMENT
FOR
Career Education

John Avila

RESPONSIBILITY

OBJECTIVE MANAGEMENT									ACTIVITY MANAGEMENT								TIME LINE											
	INTERIM				FINAL					INTERIM				FINAL			INTERIM						FINAL					
PROGRAM OBJECTIVE (F)	Objective Met	Objective In Program	Objective Not Met	Reason(s) Code	Objective Met	Objective Part. Met	Objective Not Met	Reason(s) Code	ACTIVITIES (I)	Activity Met	Activity In Process	Activity Not Met	Reason(s) Code	Activity Met	Activity Part. Met	Activity Not Met	July	August	September	October	November	December	January	February	March	April	May	June
		(G)				(H)					(J)				(K)							(L)						
2.0 By August 15, support personnel will be employed as evidenced by fiscal records.	X				X				2.1 Support personnel needs will be determined.	X				X			X	X									
									2.2 Personnel will be selected to meet requirements.	X				X			X	X									
									2.3 Office space will be provided.	X				X			X	X									
									2.4 Appropriate equipment will be acquired.	X				X			X	X									

MAJOR ACCOMPLISHMENTS UNDER EACH OBJECTIVE	EVALUATION DATA
2.0 Personnal needs were determined and the following new positions established and personnel selected. Secondary Career Facilitator Guidance Specialist (1/2 time) Secretary/bookkeeper (1/2 time) Para professionals Project Evaluator (1/2 time)	None

PROJECT PERFORMANCE MANAGEMENT
FOR
Career Education

Administration
COMPONENT

John Avila
RESPONSIBILITY

OBJECTIVE MANAGEMENT									ACTIVITY MANAGEMENT									TIME LINE											
	INTERIM				FINAL					INTERIM				FINAL				INTERIM						FINAL					
PROGRAM OBJECTIVE (F)	Objective Met	Objective in Progress	Objective Not Met	Reason(s) Code	Objective Met	Objective Part. Met	Objective Not Met	Reason(s) Code	ACTIVITIES (I)	Activity Met	Activity in Progress	Activity Not Met	Reason(s) Code	Activity Met	Activity Part. Met	Activity Not Met	Reason(s) Code	July	August	September	October	November	December	January	February	March	April	May	June
		(G)				(H)					(J)				(K)								(L)						
3.0 By July 1, a budgetary system with appropriate accounting procedures will be established, as evidenced by fiscal records.	X				X				3.1 Component costs will be established identifying budget amounts and anticipated expenditures.	X				X				X									
									3.2 Budgeting expenditures and accounting procedures will be established and maintained to show categorical encumbrances, expenditures and balances.	X				X				X									
									3.3 Reporting system will be established monthly, quarterly and yearly, (final).	X				X				X									

MAJOR ACCOMPLISHMENTS UNDER EACH OBJECTIVE	EVALUATION DATA
3.0 A secretary/bookkeper hired and a complete Budgetary system developed. Budget updates are completed every two months. A very efficient system has been established.	Product

Administration
COMPONENT

PROJECT PERFORMANCE MANAGEMENT
FOR
Career Education

John Avila
RESPONSIBILITY

OBJECTIVE MANAGEMENT										ACTIVITY MANAGEMENT										TIME LINE											
	INTERIM				FINAL						INTERIM				FINAL					INTERIM						FINAL					
PROGRAM OBJECTIVE (F)	Objective Met	Objective In Progress	Objective Part. Met	Objective Not Met	Reason(s) Code	Objective Met	Objective Part. Met	Objective Not Met	Reason(s) Code	ACTIVITIES (I)	Activity Met	Activity In Progress	Activity Part. Met	Activity Not Met	Reason(s) Code	Activity Met	Activity Part. Met	Activity Not Met	Reason(s) Code	July	August	September	October	November	December	January	February	March	April	May	June
4.0 A written reporting system will be established.		(G) X				X	(H)			4.1 Quarterly reporting procedures established-		(J)					(K)								(L)						
										a. Each person responsible for a component, will submit a written progress report 15 days prior to the required due date.		X				X				X						X					X
										b. Each person responsible for a component, will submit a written year-end report 20 days prior to the end of the project year.		X				X				X						X					X

MAJOR ACCOMPLISHMENTS UNDER EACH OBJECTIVE	EVALUATION DATA
4.0 A reporting system has been developed for each component. The system includes reporting the following information: Program towards objectives Program towards completion of activities Time Line for activities Major accomplishment under each objective Changes in objectives Evaluation data Anticipated problems or changes Dissemination activities Special Activities Race and sex stereotyping Handicapped	Product

Administration
COMPONENT

PROJECT PERFORMANCE MANAGEMENT
FOR
Career Education

John Avila
RESPONSIBILITY

OBJECTIVE MANAGEMENT									ACTIVITY MANAGEMENT								TIME LINE											
	INTERIM				FINAL					INTERIM				FINAL			INTERIM						FINAL					
PROGRAM OBJECTIVE (F)	Objective Met	Objective In Progress	Objective Not Met	Reason(s) Code	Objective Met	Objective Part. Met	Objective Not Met	Reason(s) Code	ACTIVITIES (I)	Activity Met	Activity In Progress	Activity Not Met	Reason(s) Code	Activity Met	Activity Part. Met	Activity Not Met	July	August	September	October	November	December	January	February	March	April	May	June
5.0 Written records will be maintained of interface activities with other organization.		(G) X			X	(H)			5.1 Regular meetings between the District and the College will be held and minutes maintained.	(J) X				(K) X			X					(L)						X
									5.2 Regular meetings between the District and the State Career Education Task Force will be held and records maintained.	X				X			X											X

MAJOR ACCOMPLISHMENTS UNDER EACH OBJECTIVE	EVALUATION DATA
5.0 Many meetings between the college and district staff members have been held. As a result of these meetings a concept paper was jointly developed on a plan for a "Central California Career Education Research and Professional Development Center." Communication and cooperation between Stanislaus State College and the Ceres Unified School District is at an all time high. Many meetings, written communications and phone communications between the district staff and the State Career Education Task Force have been held. A Monograph of Career Education activities in the Ceres Unified School District was developed as a result of requests from the Task Force. Joint presentations by District and State Task Force personnel have been made.	Products

Administration
COMPONENT

PROJECT PERFORMANCE MANAGEMENT
FOR
Career Education

John Avila
RESPONSIBILITY

OBJECTIVE MANAGEMENT										ACTIVITY MANAGEMENT										TIME LINE											
	INTERIM				FINAL						INTERIM				FINAL					INTERIM						FINAL					
PROGRAM OBJECTIVE (F)	Objective Met	Objective in Progress	Objective Not Met	Reason(s) Code	Objective Met	Objective Part. Met	Objective Not Met	Reason(s) Code		ACTIVITIES (I)	Activity Met	Activity in Progress	Activity Not Met	Reason(s) Code	Activity Met	Activity Part. Met	Activity Not Met	Reason(s) Code		July	August	September	October	November	December	January	February	March	April	May	June
		(G)				(H)						(J)				(K)									(L)					
6.0 A feedback procedure will be developed by August 1, and written records of the minutes maintained.	X				X					6.1 Regular bi-monthly staff meetings will be held to share and exchange information.		X			X					X											X

MAJOR ACCOMPLISHMENTS UNDER EACH OBJECTIVE	EVALUATION DATA
6.0 Bi-monthly meetings of the Career Education staff are held. Minutes are distributed to district office personnel, each school principal, and all personnel involved in any way.	Product

APPENDIX C

COMBATING SEXISM
THROUGH
COMMUNICATION STYLE CHANGE

Male_____ Female_____ Soc. Sec. # _____ Date_____

CONFIDENT COMMUNICATION: WHERE ARE YOU AS WE BEGIN

Please fill out the following anonomous questionnaire. Mark in front of each statement the extent to which it describes you and your behavior:

6 = almost exactly describes me
5 = rather like me
4 = somewhat like me
3 = somewhat unlike me
2 = rather unlike me
1 = not at all like me

__1. Most people seem to be more assertive than I am.*
__2. I hesitate to make or accept dates because of shyness.*
__3. When food at a restaurant is not done to my satisfaction, I complain about it to the waiter or waitress.
__4. I am careful to avoid hurting other people's feelings, even when I feel that I have been injured.*
__5. If a salesman has gone to considerable trouble to show me merchandise which is not quite suitable, I have a difficult time saying "no".
__6. To be honest, people often take advantage of me.*
__7. I enjoy starting conversations with new acquaintances and strangers.
__8. I often don't know what to say to persons of the opposite sex.*
__9. I hesitate to make phone calls to business establishments or large institutions.*
__10. I would rather apply for a job by letter than through a personal interview.*
__11. I find it embarassing to return merchandise.*
__12. If a close relative annoys me, I smother my feelings rather than express annoyance.*
__13. I often avoid asking questions for fear of sounding stupid.*
__14. If a famed lecturer made a statement with which I disagreed, I would question her or him about the statement.
__15. I avoid arguing over the price of merchandise with clerks or salespeople.*
__16. When I have done something important or worthwhile, I let others know about it.
__17. I am open and frank about my feelings.
__18. If someone is saying untrue things about me, I confront them as soon as possible.
__19. I often have a hard time saying "No".
__20. I tend to bottle up my emotions rather than make a scene.*
__21. I object if I get poor service in a restaurant or store.
__22. When I receive a compliment, I sometimes just don't know what to say.*
__23. If a couple near me in a lecture or play were talking loudly, I would ask them to be quiet or take their conversation elsewhere.
__24. I am quick to express an opinion.
__25. There are times when I just can't say anything.*

PLEASE DESCRIBE several communication situations which you have experienced which you wish you had handled more effectively. Please indicate <u>who</u> was involved (friend, spouse, fellow-worker, boss, teen-aged child, etc.) and as much of the non-verbal and verbal <u>action</u> as you can recall. _____

_____

_____

_____

APPENDIX D

DISSEMINATION ACTIVITIES

PRESENTATIONS AND VISITORS - July through June 30, 1976

Presentations

	"Squaw Valley"	Merced County Administrators
8/25-27/75	Fresno	Fresno County Inservice
9/16/75	Ceres	Resource Teachers
11/5/75	Fresno	Guest Lecturer - Santa Clara University
11/22/75	Clovis	Workshop for Elementary Schools of Clovis Unified School District
12/11/75	Bakersfield	Kern County High School Workshop Virginia Lish, William E. Fortson and Ed Skeen presented a Career Education Workshop for Kern High School District
		Teachers from Turlock, Manteca, Sonora, Atwater and Hughson participated in the Career Education Workshop (Curtain Time)
11/75	Ventura	Career Education/Special Education materials presented to Ventura Unified School District
2/76	Riverside	Career Education/Special Education materials presented to Riverside Unified School District
9/75 & 5/76	Escalon	Career Education/Special Education materials presented to Escalon Unified School District
10/76	Modesto	Career Education/Special Education materials presented to Modesto Stanislaus County Office of Education
11/76		Career Education/Specials Education materials presented to California Council
9/76	Sacramento	Sacramento State Department of Education

Guest Visitors

John Hamilton, Bob Cross	Anaheim, California

Guest Visitors (Cont'd)

Joe Caswell	Kiernan High School	Bakersfield, CA
Lucky Crawford	Edison High School	Fresno, CA
Jim Ritchey, Counselor	Staff High School	Stockton, CA
Pat Mollars, Counselor	Tyler High School	Stockton, CA
Glenn Miller, Principal	Tyler High School	Stockton, CA
James L. Kopp, Superintendent		New York, N.Y.
R.D. Aurora		New York, N.Y.
Sandra Breitenburger, ECE Director		Manteca, CA
Gale Serpa, Teacher		Manteca, CA
Sue Smith, Teacher		Manteca, CA
Leon Wafer, Teacher		Sacramento, CA
Toni Marshall, Teacher		Sacramento, CA
Steve Price, Counselor	Clovis High School	Clovis, CA
Duane Baker, Career Ed Coordinator	Clovis Unified School	Clovis, CA
John Wuefore, Career Ed Resource Teacher	Clovis High School	Clovis, CA
Ron Schlotthauer, Resource Teacher	Clovis High School	Clovis, CA
Dan Cope		Keyes, CA
Joe Deer		Mesa, Verde, CA
Ed Waller		Pasadena, CA
Virginia MacIntire		Pasadena, CA
Dr. Dick Jones	Stanislaus State College	Turlock, CA
Class of twenty administrative credential candidates		
Dennis Boyer		Salida, CA

Guest Visitors (Cont'd

Bob Vert		Coalinga, CA
Dr. and Mrs. Thomas Curtin		Concord, CA
Hank Weis, Executive Vice President Industry Education Council of California		Burlingame, CA
Stan Thompson		Hughson, CA
Victor Takeuchi		Fresno, CA
Don Smith		Fresno, CA
Gary Thompson	Healdsburg Schools	Healdsburg, CA
Mr. Drucker	Davis Schools	Davis, CA
Pasadena Teachers		Pasadena, CA
Harold Phillips		Selma, CA
Dennis Ramey		Selma, CA
John Longtime		Michigan
Joan Slowitsky, U.S. Department of Labor		Washington, D.C.
Barry J. Martin, Jaeric Film Productions		Hollywood, CA

Max Norwood and William E. Fortson were interviewed by a reporter from the Ceres Courier

DISSEMINATION OF MATERIALS TO PERSONS OR SCHOOLS OUTSIDE DISTRICT

Putnan City Schools

Mrs. Geri Azevedo

Ray Sapin

Richard Pricthard

Manteca Unified Schools

Patricia Duffy

Levonica Schools

Dexter Regional Vocational Center

Corcoran School District

Board of Education of the City of Detroit

Amador Valley Joint Union High School District

Fowler Union School District

Washington Union High

Humboldt State

Ventura Uniified Schools

Escalon School District

Kern High School District

San Jose, Costa Rica

Maricopa Community College

Arthur Zimmerman

Lincoln High School

Fresno Unified School District

Eureka City Schools

Sonoma County Office of Ed

Bureau of Homemaking, State Dept.

Pleasanton Joint Union School District

San Lorenzo High School

Petaluma City High School

Topeka Public Schools

James Rutter Jr. High

APPENDIX E

LOCAL TESTS

AND

SURVEYS

M ____

F ____

PCOT

PRIMARY CAREER OBJECTIVES TEST

School _____

Teacher _____ Name _____

Objectives

1.0 & Career Awareness and
7.0 Career Planning

1.1 Examiner asks student to complete the following sentences:

WHEN I GROW UP I WOULD LIKE TO WORK AS A _____

_____

WHY _____

_____

_____

_____

1.0 & 7.0 Examiner records answers.
Scoring: One point per response
Success Criteria: 4 out of 4

2.0 Self-awareness

Examiner says to the student. Examiner records response.

a. TELL ME SOMETHING YOU LIKE TO DO _____

_____

b. TELL ME SOMETHING ABOUT HOW YOU LOOK _____

_____

c. TELL ME SOMETHING YOU DO WELL _____

_____

2.1 Scoring: One point for each response
Sucess Criteria: 3 or more

3.0 Attitude Development

3.1 Keep a tally of the classroom tasks for which students volunteer, showing a continuing responsibility (3 times).

RESPONSIBILITY CHART

Name _____ Activities _____

1. _____ 4. _____

2. _____ 5. _____

3. _____ 6. _____

Scoring: One point for each task completed.

Success Criteria: Completion of 3 tasks

_____
3.1

3.2 Examiner to student: IF YOU HAD FREE TIME THIS AFTERNOON TO DO ANYTHING YOU WANTED, WHAT WOULD YOU LIKE TO DO?

1. _____ 4. _____

2. _____ 5. _____

3. _____ 6. _____

Scoring: One point for each activity

3.2 Success Criteria: % increase from pre-test to post-test

5.0 Economic Awareness

5.1 Examiner will ask the student to tell whether each of the following produces products or services.

	Product	Service	Don't Know
1. Nurse	☐	☐	☐
2. Toy Manufacturer	☐	☐	☐
3. Fireman	☐	☐	☐
4. Policeman	☐	☐	☐
5. Cannery Worker	☐	☐	☐
6. Baker	☐	☐	☐
7. Lawyer	☐	☐	☐
8. Forest Panger	☐	☐	☐
9. Radio Announcer	☐	☐	☐
10. Teacher	☐	☐	☐

5.1 Scoring: One point for each item.

Success Criteria: 8 out of 10 correct.

6.0 Consumer Competancies

6.1 Examiner says to student: PRETEND YOU ARE THE MOTHER/FATHER OF A FAMILY. YOU HAVE JUST RECEIVED YOUR PAYCHECK. TELL ME THE THINGS YOU HAVE TO SPEND MONEY ON FOR YOUR FAMILY.

Examiner records student response.

_____

_____

_____

_____

_____

_____

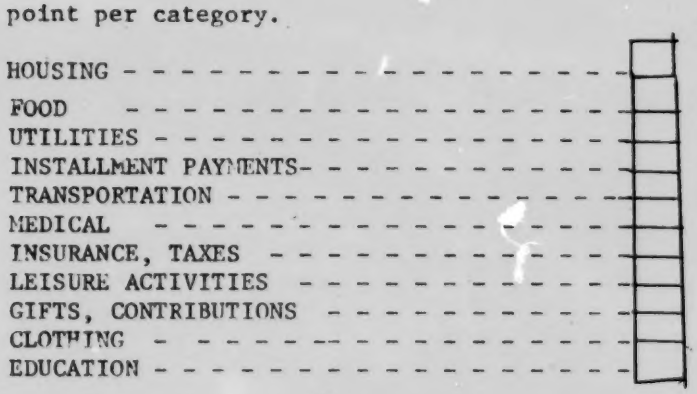
_____

_____

_____

_____

Scoring: Tally responses in the following catergories, scoring one point per category.



6.1 Success Criteria: 5 out of 11

7.0 Career Planning/Decision Making

See 1.0

8.0 Career Orientation

8.1 The examiner says to the student: LIST AS MANY WORKERS AS YOU CAN

1. _____ 8. _____

2. _____ 9. _____

3. _____ 10. _____

4. _____ 11. _____

5. _____ 12. _____

6. _____ 13. _____

7. _____ 14. _____

Scoring: Eliminate duplications like English teacher, math teacher, car salesman, truck salesman, and locations or workplaces.

Count one point for each job listed.

8.1 Success criteria: 10 jobs (2 minutes allowed)

M____

F____

ICOT

INTERMEDIATE CAREER OBJECTIVES TEST

School _____

Teacher _____ Name _____

1.1 and 3.1 Career Awareness and Attitude Development

Examiner asks the student to select a job, and pretend to be working at that job. Student will respond orally and examiner will record responses.

1.1 NAME A JOB _____

WHAT SKILLS ARE NEEDED TO DO THE JOB (a) _____

_____

WHAT KIND OF TRAINING IS NEEDED FOR THE JOB OR HOW LONG WILL THAT TRAINING TAKE: (b) _____

_____

LIST THE DUTIES (things you do) TO BE DONE ON YOUR JOB (c) _____

_____

3.1 GIVE THREE REASONS WHY A WORKER WOULD LIKE THE JOB:

1. _____
2. _____
3. _____

3.2 Tell how this job helps the family or the community: _____

_____

3.2

Scoring: 1.1 one point for each category, (a) - (c). No points for job name.

1.1 Success Criteria: Two out of three

Scoring: 3.1 & 3.2 one point for each category, 1 - 4

3.1 Success Criteria: Three out of four

3.2 Success Criteria: Response must include a cosical or economic purpose.

REVISED 8/5/75

7.0 Career Planning/Decision Making

7.1 (LET CHILD SELECT JOB) TELL ME WHAT WOULD YOU DO DURING THE DAY AT WORK?

WORK PLAN	PLAN ELEMENTS
_____	____1. What is to be accomplished?
_____	____2. What materials are needed?
_____	____3. Time requirements
_____	____4. Evaluation plan
_____	____5. Future plans
_____	

7.1 Scoring: Tally answers by category. Count one point for each category.

Success Criteria: 3 out of 5 categories

2.0 Self-awareness

2.1 TELL US SOME THINGS ABOUT YOURSELF THAT WOULD HELP US FIND YOU A JOB THAT YOU WOULD LIKE.

STUDENT RESPONSE:	TALLY OF CATEGORIES*
_____	____A. Interests
_____	____B. Physical traits
_____	____C. Habits
_____	____D. Preferences
_____	____E. Skill abilities
_____	____F. Personality traits

*Responses are to be categorized by test correctors.

2.1

2.2 EXAMINER: SELECT A CLASSMATE AND TELL SOME THINGS ABOUT HIM/HER THAT WOULD HELP HIM/HER GET A JOB.

STUDENT RESPONSE	TALLY OF CATEGORIES*
_____	_____A. Interests
_____	_____B. Physical traits
_____	_____C. Habits
_____	_____D. Preferences
_____	_____E. Skill abilities
_____	_____F. Personality traits

2.2

SCORING: Tally responses by category. Score one point for each category for each of the two sections.

SUCCESS CRITERIA: Four out of six criteria for each section.

4.0 Educational awareness

4.1 Examiner will ask the student to name two occupations/jobs other than teacher for which each of the following school subjects is very important or is required. Examiner will record responses.

SUBJECT	JOB	JOB
Reading	_____	_____
Math	_____	_____
Spelling	_____	_____
Science	_____	_____
Social Studies	_____	_____

Scoring: 1 point for each job named

4.1 Success criteria: 8 out of 10

*Responses are to be categorized by test correctors.

5.0 Economic Awareness

5.1 Tell me as many ways as you can that you can pay for something you want:

1. _____	5. _____	9. _____
2. _____	6. _____	10. _____
3. _____	7. _____	11. _____
4. _____	8. _____	12. _____

5.1 Scoring:

Tally answers by category. One point for each method listed.

Success Criteria: 4 out of six categories, one of which must be credit.

Money (cash) _____

Exchange goods or services _____

Trading stamps _____

Food stamps _____

Check _____

Credit/charge account/time payment ____

6.0 Consumer competencies

6.1 Examiner will ask the student to name the cereal bought by his/her family. TELL ME THE REASONS YOU BUY THIS CEREAL. Examiner will record reasons.

REASONS	TALLY OF CATEGORIES
_____	_____ 1. Price
_____	_____ 2. Quality
_____	_____ 3. Packaging
_____	_____ 4. Utility
_____	_____ 5. Personal preference
_____	

8.0 Career Orientation

8.1 Examiner: List as many workers as you can

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____

8.1 Scoring: Eliminate duplications of types of teachers, salesman, etc.

Eliminate responses which are a work-place, not a job.

Score one point for each occupation or job listed.

Success criterion: 10 jobs. (2 minutes allowed)

SURVEY

1. There are 10 broad California Career Education Goals. List at least six.

   1. _____
   2. _____
   3. _____
   4. _____
   5. _____
   6. _____
   7. _____
   8. _____
   9. _____
   10. _____

2. Define Career Education.

   _____
   _____
   _____
   _____

3. The primary difference between Career Education and Vocational Education is?

   _____
   _____
   _____
   _____

4. Career Education is not a program or course rather it is infused into the regular curriculum. List two infusion strategies.

   1. _____
      _____
   2. _____
      _____

5. The community is an integral component of Career Education. List five ways the community may be involved in Career Education programs.

1. _____

_____

2. _____

_____

3. _____

_____

4. _____

_____

5. _____

6. List four advantages of using Reality Land (a economic - simulation) to teach Career Education concepts.

1. _____

_____

2. _____

_____

3. _____

_____

4. _____

7. Clovis Unified School District has organized their Career Education Program around the California State Goals and the United States Office of Education Job Clusters.

List the Goal and Job Cluster for each of the following grades.

GRADE	CAREER ED TOPICS & GOALS	JOB CLUSTERS
K		
1		
2		
3		

OPINIONNAIRE

1. How would you rate your knowledge of the California State Goals of Career Education?

Much	Average	Little	None
4	3	2	1

2. How would you rate your knowledge of Vocational Education?

Much	Average	Little	None
4	3	2	1

3. How would you rate your knowledge of the meaning or definition of Career Education?

Much	Average	Little	None
4	3	2	1

4. How would you rate your ability to infuse Career Education into your regular program?

Much	Average	Little	None
4	3	2	1

5. How would you rate your knowledge of simulations?

Much	Average	Little	None
4	3	2	1

CAREER EDUCATION WORKSHOP

SUMMER 1975

EVALUATION

1. If I had it to do all over again, I (would, would not) have taken this workshop. Draw a line under chosen answer.

2. I intend to take another workshop or course in:

2.1	Community Resources _____	2.5	Reading _____
2.2	Simulation and Games _____	2.6	Media Center _____
2.3	Math _____	2.7	Achievement goals/evaluation _____
2.4	Career Ed. Visibility_____	2.8	CLAS _____

(Write yes or no in the blanks)

3. How interested are you in learning more about:

3.1	Simulations and games _____	a.	very interested
3.2	Career Ed. Visibility _____	b.	somewhat interested
3.3	Math _____	c.	don't care one way or another
3.4	Reading _____	d.	not too interested
3.5	Community Resources _____	e.	not at all interested
3.6	Media Center _____		
3.7	Achievement goals/evaluation _____		
3.8	CLAS		

(Complete 2.1 thru 2.8 by putting your choice of letters in blanks)

4. Rank the workshop topics in order of importance (Begin with number 1)

4.1	Math	_____
4.2	Reading	_____
4.3	Simulations and games	_____
4.4	Career Ed. Visibility	_____
4.5	Community Resources	_____
4.6	Achievement goals/evaluation	_____
4.7	Media Center	_____
4.8	CLAS	_____

5. Rank the workshop topics in order of interest to you:

5.1	Math	_____
5.2	Reading	_____
5.3	Simulations	_____
5.4	Career Ed. Visibility	_____
5.5	Community resources	_____
5.6.	Achievement goals/evaluation	_____
5.7	Media Center	_____
5.8	CLAS	_____

6. I feel that this workshop (was, was not) well planned and organized. (Underline one choice)

7. I feel that the workshop has had (much, some, little, no) applicability to my position. Underline one choice.

8. Write any comments that you would like that would help us to improve the workshop. Constructive criticism and compliments gratefully accepted. Please write comments on another sheet of paper.

LEADERSHIP SECTION

- QUESTIONNAIRE -

SUMMER WORKSHOP

1975

1. How would you rate your knowledge of the Ceres Career Education Project goals?

Much	Average	Little	None
4	3	2	1

2. How would you rate your knowledge of Career Education Project objectives?

Much	Average	Little	None
4	3	2	1

3. Rate your knowledge of the state goals in reading.

Much	Average	Little	None
4	3	2	1

4. Rate your knowledge of the state instructional emphasis in math.

Much	Average	Little	None
4	3	2	1

5. Rate your knowledge of Career Education learning centers.

Much	Average	Little	None
4	3	2	1

6. Rate your knowledge of available community resources.

Much	Average	Little	None
4	3	2	1

7. Rate your knowledge of the media center.

Much	Average	Little	None
4	3	2	1

8 Rate your experience in using the media center.

Much	Average	Little	None
4	3	2	1

9 Rate your knowledge of learning theory. (a la Madeline Hunter)

Much	Average	Little	None
4	3	2	1

10. Rate your knowledge of the educational prognosis plan. (TGLE, SGLE, educational plans)

Much	Average	Little	None
4	3	2	1

- QUESTIONNAIRE -

SUMMER WORKSHOP

1975

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4	3	2	1

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4	3	2	1

3. Rate your knowledge of Micro-Societies (Reality Land) as an educational simulation?

Experience of participants in simulations;

4.1 Am a complete novice. _____

4.2 Have participated in one or more simulations but have never directed one. _____

4.3 Have directed
- 4.3.1 one or two _____
- 4.3.2 three to five _____
- 4.3.3 a bunch _____

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4	3	2	1

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4	3	2	1

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11. Rate your knowledge of the educational prognosis plan. (TGLE, SGLE, educational plans)

Much	Average	Little	None
4	3	2	1

Vocational Education
Attitudinal Skills Checklist

Vocational Class _____

Teacher _____

Check column only if student exhibits the behavior at least 51% of the time!

Student	Honest.	Prompt.	Organized.	Dependable.	Responsible.	Plans ahead.	Puts away tools.	Cleans up equipment.	Works up to capacity.	Pleasant and cheerful.	Cleans up work station.	Gets along with others.	Helps fill in for absentees.	Wants to learn new skills.	Leads others constructively.	Follows others constructively.	Not defensive when corrected.	Asks permission to miss sessions.	Suggests better ways of doing work.	Wants to learn why things are done as they are.

CAREER EDUCATION WORKSHOP

SUMMER 1975

EVALUATION

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4.4	Career Ed. Visibility	_____
4.5	Community Resources	_____
4.6	Achievement goals/evaluation	_____
4.7	Media Center	_____
4.8	CLAS	_____

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5.2	Reading	_____
5.3	Simulations	_____
5.4	Career Ed. Visibility	_____
5.5	Community resources	_____
5.6.	Achievement goals/evaluation	_____
5.7	Media Center	_____
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(Underline one choice)

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- QUESTIONNAIRE -

SUMMER WORKSHOP

1975

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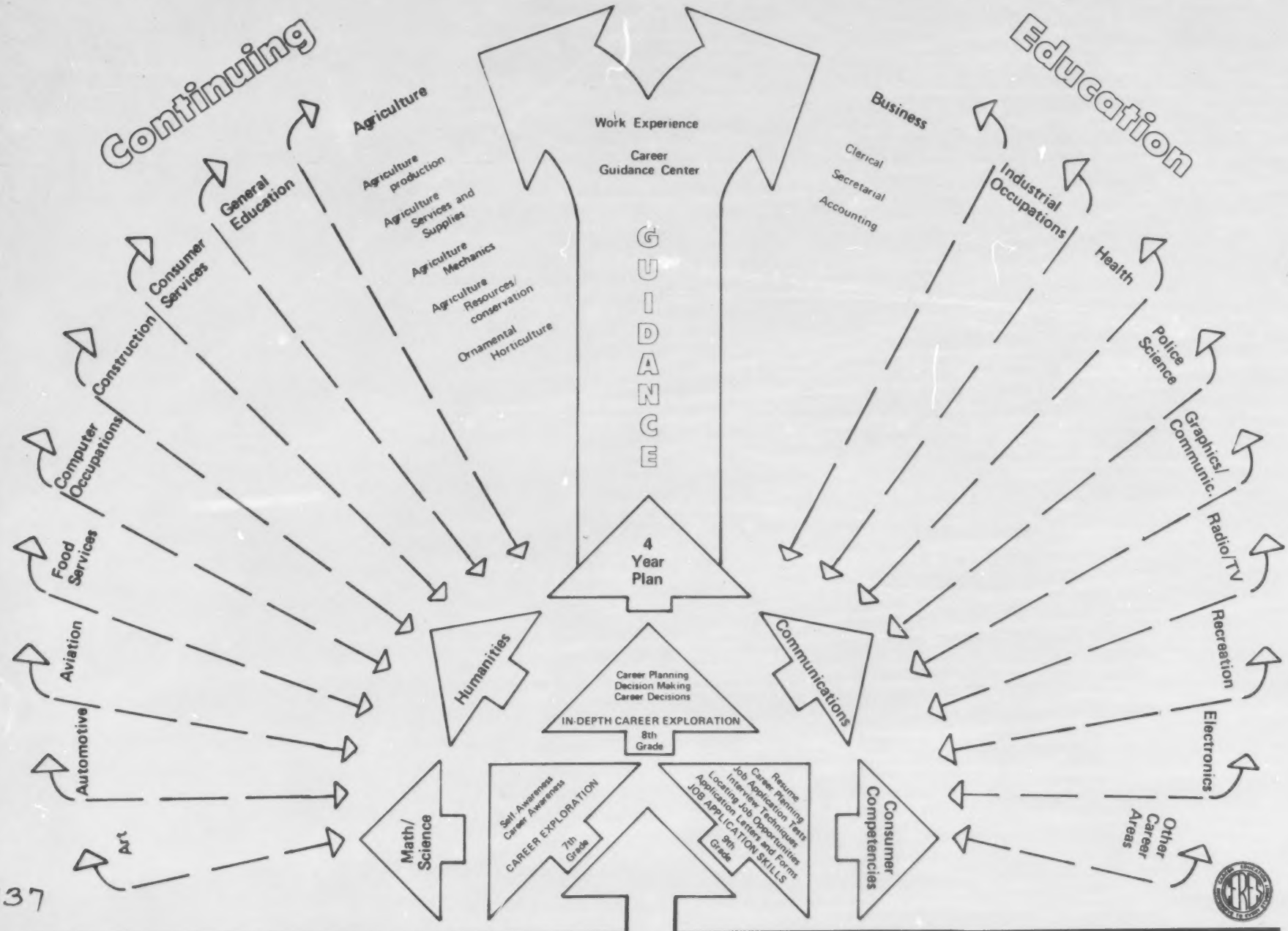

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Pre K-6 Career Awareness

APPENDIX F

REPORT

OF

EXTERNAL EVALUATORS

APPENDIX F

POLICY STUDIES IN EDUCATION
475 PARK AVENUE SOUTH • NEW YORK, N.Y. 10016 • (212) 684 • 6940

CERES UNIFIED SCHOOL DISTRICT

Primary Career Objectives Test

Test Directions for the Teacher

Please read each question twice - the first time, students should be instructed to listen only and not to mark their answer until the second reading. Tell the students to put an X through the correct answer; their answer sheet contains the key words of the four choices you will read them. Please read slowly and check periodically to see that students are on the correct page and question. If the test is too long to be given in one sitting, you may administer it a few pages at a time; however, please complete the entire test during one school day.

Please do not worry if your students have not learned the content areas covered by the questions. The test is designed to reflect the career education information which students will learn by the end of the third grade, so the questions should be difficult for students to answer now. This allows room to show improvement after their experiences in third grade.

Please hand out the answer booklets and ask the students to put their names on the first page. Then ask the sample question:

"What grade in school are you in?"

Check to see that students have put an X over the correct number on their first answer sheet. Now, continue with the rest of the test.

Teacher's Copy

1. What makes you proud?

   A. Finishing homework
   B. Being bad
   C. Losing things
   D. Acting silly

2. Guitar players, violin players, and drummers all like to

   A. sing.
   B. dance.
   C. compose.
   D. perform.

3. People who like to square dance together

   A. are silly.
   B. share the same interest.
   C. must be athletic.
   D. would rather be alone.

4. If you were lost in a store you should

   A. leave the store.
   B. wait until someone finds you.
   C. ask someone for help.
   D. sit on the floor and cry.

5. An interest your family has in common is something you all

   A. hate.
   B. enjoy.
   C. forget.
   D. expect.

6. A family changes when

   A. a visitor comes.
   B. a new baby comes.
   C. the mail carrier comes.
   D. a repair person comes.

7. A best friend is someone

   A. who makes fun of you.
   B. who treats you badly.
   C. who likes you.
   D. whom your parents choose.

8. A typesetter, actor, and camera person all work in

   A. recreation.
   B. manufacturing.
   C. communications.
   D. public services.

9. A teacher also works with a

   A. park ranger.
   B. superintendent.
   C. construction worker.
   D. receptionist.

10. Vegetables come from

    A. ranches.
    B. businesses.
    C. farms.
    D. dairies.

11. Who is responsible for keeping the house clean?

    A. Parents
    B. Children
    C. Grandparents and aunts
    D. The whole family

12. Which of these people makes goods for the community?

    A. Dentist
    B. Fire fighter
    C. Baker
    D. Electrician

13. An author, an illustrator, and a publisher work together to make

    A. books.
    B. paintings.
    C. furniture.
    D. groceries.

14. If you were going to cook some vegetables, which step would come first. The vegetables have to be

    A. grown.
    B. washed.
    C. cooked.
    D. picked.

15. Which of the following school subjects would be most helpful to a secretary?

A. Spelling
B. History
C. Art
D. Science

16. Which of these is a product?

A. Mountain
B. Career
C. Star
D. Car

17. Picking up papers and cleaning the blackboards are jobs you do at

A. the store.
B. home.
C. school.
D. the playground.

18. If you pick up your own clothes you are being

A. troublesome.
B. helpful.
C. destructive.
D. creative.

19. A student who always follows the teacher's directions is

A. cooperative.
B. dumb.
C. attractive.
D. interesting.

20. You will probably improve your school grades the most if you do your homework

A. all the time.
B. most of the time.
C. some of the time.
D. once in a while.

21. Leisure time is time for activities which are

A. boring.
B. enjoyable.
C. upsetting.
D. similar.

22. Money received for doing work is called

A. income.
B. profit.
C. value.
D. expense.

23. When people who do not earn very much money want to buy food, they might use food

A. bills.
B. stamps.
C. checks.
D. coins.

24. A disadvantage of credit cards is that often you must pay extra

A. finance charges.
B. sales tax.
C. money.
D. dividends.

25. Which costs a family the most money?

A. Food
B. Shelter
C. Clothing
D. Transportation

26. Money can buy

A. pride.
B. acceptance.
C. goods.
D. love.

27. Which would usually cost more?

A. A house
B. A car
C. An education
D. A trip

28. Before buying a car, a good consumer would be most concerned with its

A. seat covers.
B. gas mileage.
C. color.
D. style.

29. Which purchase can a third-grader make?

A. Jewelry
B. Bed
C. Motor boat
D. Chair

30. Which are needs?

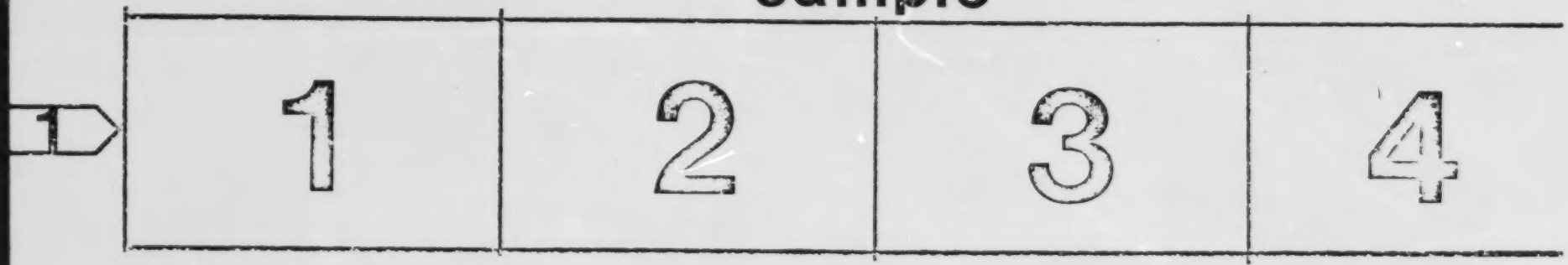
A. Meat and cars
B. House and T.V.
C. Vegetables and clothes
D. Milk and cars

31. If you had $10.00 and wanted a new pair of pants that cost $12.00, you could do all of the following except

A. borrow money.
B. wait and save.
C. buy $10.00 pants instead.
D. borrow them from the store.

Name _____

sample



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1	homework	bad	losing	silly
2	sing	dance	compose	perform
3	silly	interest	athletic	alone
4	leave	wait	ask	sit
5	hate	enjoy	forget	expect

A-40

6	visitor comes	new baby	mail carrier	repair person
7	makes fun	treats you badly	likes you	parents choose
8	recreation	manufacturing	communications	public services
9	park ranger	superintendent	construction worker	receptionist
10	ranches	businesses	farms	dairies

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A-41

11	parents	children	grandparents and aunts	whole family
12	dentist	fire fighter	baker	electrician
13	books	paintings	furniture	groceries
14	grown	washed	cooked	picked
15	spelling	history	art	science

16	mountain	career	star	car
17	store	home	school	playground
18	troublesome	helpful	destructive	creative
19	cooperative	dumb	attractive	interesting
20	all	most	some	once

21	boring	enjoyable	upsetting	similar
22	income	profit	value	expense
23	bills	stamps	checks	coins
24	finance charges	sales tax	money	dividends
25	food	shelter	clothing	transportation

26	pride	acceptance	goods	love
27	house	car	education	trip
28	seat covers	gas mileage	color	style
29	jewelry	bed	motor boat	chair
30	meat	house	vegetables	milk

31

borrow money	wait	buy	borrow them

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Answer Key

POLICY STUDIES IN EDUCATION

475 PARK AVENUE SOUTH • NEW YORK, N.Y. 10016 • (212) 684 • 6940

CERES UNIFIED SCHOOL DISTRICT

Primary Career Objectives Test

1. A
2. D
3. B
4. C
5. B
6. B
7. C
8. C
9. B
10. C
11. D
12. C
13. A
14. A
15. A
16. D
17. C
18. B
19. A
20. A
21. B
22. A
23. B
24. A
25. B
26. C
27. A
28. B
29. A
30. C
31. D

POLICY STUDIES IN EDUCATION
475 PARK AVENUE SOUTH • NEW YORK, N.Y. 10016 • (212) 684 • 6940

CERES UNIFIED SCHOOL DISTRICT

Intermediate Career Objectives Test

Name: _____ Sex: _____ Date: _____

Teacher's name: _____ School: _____

DIRECTIONS: For each question, circle the number of the answer you think is best.

1. Someone who is good at drawing and also likes to fix bikes, toasters and other appliances could use these skills in a career as

   A. an appliance salesperson.
   B. an elementary school art teacher.
   C. a machine designer.
   D. an auto mechanic.

2. It takes a lot of physical strength to be

   A. a doctor.
   B. a dock worker.
   C. a business person.
   D. a typewriter repair person.

3. Which of the following jobs requires a person to be good in science and interested in improving the environment?

   A. An astronaut
   B. An ecologist
   C. A surgeon
   D. An economist

4. Someone who likes science and enjoys helping other people might like a job at the

   A. telephone company.
   B. local hospital.
   C. parks department.
   D. sanitation department.

5. A sixth grader who enjoys sewing clothes, drawing things, and working on crafts might like a career in

   A. engineering.
   B. fashion designing.
   C. pottery making.
   D. industrial arts.

6. A personal characteristic is

   A. an anecdote from a person's life.
   B. the opinion a person has.
   C. something that not everyone should be told.
   D. a quality of a particular person.

7. A family which takes camping trips together influences the children's interest in

   A. the nation's cities.
   B. games and sports.
   C. helping others.
   D. the outdoors.

8. If a friend of yours broke her leg, you would feel

   A. rejoiceful.
   B. sympathetic.
   C. surprised.
   D. contemplative.

9. One of the many physical changes that happens to everyone over a period of years is

   A. becoming more intelligent.
   B. falling in love.
   C. growing taller.
   D. going away to college.

10. Which of the following pairs of jobs does not require the worker to do similar tasks?

   A. Medical doctor and veterinarian
   B. Rancher and farmer
   C. Public bus driver and school bus operator
   D. Astrologers and geologists

11. Which of the following are <u>not</u> skilled workers?

   A. Electricians
   B. Cabinet makers
   C. Television repair persons
   D. Sanitation workers

12. A person who has the most responsibility in a store or business is called the

   A. manager.
   B. head clerk.
   C. treasurer.
   D. supervisor.

13. Which of the following workers needs the most education?

   A. Secretary
   B. Restaurant owner
   C. Commercial artist
   D. Teacher

14. Which of the following requires top physical condition?

   A. Construction worker
   B. Gardener
   C. Doctor
   D. Industrial engineer

15. Mass production gives the consumer

   A. lots of goods.
   B. a variety of goods.
   C. cheaper goods.
   D. All of the above

16. If automobiles had <u>not</u> been invented and manufactured,

   A. astronauts would not be able to land on the moon.
   B. Admiral Perry could not have gone to the North Pole.
   C. people wouldn't be able to take trips so easily.
   D. airplanes wouldn't be around either.

17. Which of these steps comes last when you are building a house?

   A. Paint the outside walls
   B. Construct the foundation
   C. Survey the land
   D. Add the roofing

18. Who earns the highest salary?

   A. High school teacher
   B. Sales clerk
   C. Secretary
   D. Owner of a gas station

19. Teachers, doctors, veterinarians, and lawyers all require

   A. only 2 years of college.
   B. only 2 years of college and 2 years of apprenticeship.
   C. only 4 years of college.
   D. 4 or more years of college.

20. Being good in math is important for carpenters, accountants, cashiers, chemists, and

   A. secretaries.
   B. dog walkers.
   C. airline pilots.
   D. custodians.

21. One of our citizenship responsibilities is

   A. to stay in this country.
   B. to know all about the Constitution.
   C. to vote.
   D. not to say bad things about our country.

22. As he or she gets older, a student's responsibilities

A. decrease.
B. increase.
C. stay the same.
D. alternately increase and decrease.

23. If someone does a good job at work, he or she might get a

A. promotion.
B. good report card.
C. social security number.
D. supervisor.

24. Which of our needs is satisfied by sanitation workers and ecologists?

A. Housing
B. Food
C. Pretty scenery
D. Healthy environment

25. Your reward for fixing the family's car might be

A. saving some money.
B. feeling proud.
C. putting your knowledge to good use.
D. All of the above

26. Something that is necessary for someone's existence or well being would be called

A. a luxury.
B. a need.
C. a desire.
D. a goal.

27. Your need to become good at something might also be called your need to

A. achieve.
B. have power.
C. win.
D. have money.

28. When a consumer purchases a product, where does the money go?

A. To the people who produced the product.
B. To the people who sold the product.
C. To the people who transported the product.
D. All of the above

29. Which of the following would <u>not</u> be one of the costs associated with operating a business?

A. Labor
B. Overhead
C. Materials
D. Employee housing

30. After a business pays all its costs and taxes, the money left is called a

A. loss.
B. salary.
C. income.
D. profit.

31. Which of the following persons contribute to a company's being profitable?

A. Owner
B. Manager
C. Workers
D. All of the above

32. If a particular item in a store is not selling, it means

A. the product or item isn't any good.
B. that it costs too much.
C. that there isn't any demand for it.
D. All of the above

33. Tax money is spent on

A. new highways.
B. religious buildings.
C. public laundromats.
D. None of the above

34. What need can the American government provide for better than individuals can?

A. National defense
B. Car for family use
C. Buildings for worship
D. Camping equipment for Boy Scouts

35. The selection of a service to be provided for the public and paid for by taxes is based upon

A. the amount of money you can make from the service.
B. how much social security is available.
C. the President's support.
D. the need for such a service.

36. Banks and building and loan associations are examples of

A. government organizations.
B. savings institutions.
C. educational facilities.
D. corporate institutions.

37. Which of the following would you not need to give when opening a savings account?

A. Name
B. Address
C. Age
D. Ethnic background

38. You will receive the highest interest if you put your money in

A. a savings and loan company.
B. stocks and bonds.
C. a checking account.
D. a piggy bank.

39. A family interested in housing which requires minimum maintenance charges would probably choose to live in

A. a house.
B. an apartment.
C. a condominium.
D. a trailer.

40. A good way to make a decision that will affect the whole family is to

A. flip a coin.
B. do what the father says.
C. ask everyone their opinion and then decide.
D. ask the youngest child.

41. If you don't have much money, the first thing you should buy is

A. a car.
B. living room furniture.
C. a new pair of shoes.
D. groceries.

42. To plan each year for the spending and saving of income, a family would most likely use

A. a bank statement.
B. a budget.
C. a tax statement.
D. a consumer magazine.

43. A balanced checkbook will agree with your bank statement

A. most of the time.
B. twice a year.
C. within a few dollars.
D. to the penny.

Answer Key

POLICY STUDIES IN EDUCATION

475 PARK AVENUE SOUTH • NEW YORK, N.Y. 10016 • (212) 684 • 6940

CERES UNIFIED SCHOOL DISTRICT

Intermediate Career Objectives Test

1.	C	23.	A
2.	B	24.	D
3.	B	25.	D
4.	B	26.	B
5.	B	27.	A
6.	D	28.	D
7.	D	29.	D
8.	B	30.	D
9.	C	31.	D
10.	D	32.	C
11.	D	33.	A
12.	A	34.	A
13.	D	35.	D
14.	A	36.	B
15.	D	37.	D
16.	C	38.	A
17.	A	39.	B
18.	D	40.	C
19.	D	41.	D
20.	C	42.	B
21.	C	43.	D
22.	B		

January 27, 1976

POLICY STUDIES IN EDUCATION

52 VANDERBILT AVENUE • NEW YORK, N.Y. 10017 • 212 • 684 • 6940

CERES UNIFIED SCHOOL DISTRICT

Seventh Grade Career Guidance Test

Name _____ Sex _____ Date _____

Teacher's Name _____ School _____

Directions: Please read each question carefully and circle the answer which you think is best. For some questions, you may have to fill in the answers.

1. Which of the following statements does not represent a value?
   a. Getting a good education is important to me.
   b. I am a person who wants a lot of money.
   c. I would work hard to achieve status in the community.
   d. I am a lonely person.

2. A person's total view of himself - including his knowledge and his feeling about himself - is called his
   a. self concept.
   b. self apperception.
   c. ego ideal.
   d. soul.

3. Another word for aptitude is
   a. talent.
   b. good humor.
   c. I.Q.
   d. value.

4. A nonconformist is best described as a person who
   a. rebels.
   b. makes a bad choice.
   c. does not adapt to current standards.
   d. has no standards.

5. A person's status is his or her
   a. value.
   b. expected career.
   c. position.
   d. state of mind.

6. In a given situation, the "norm" is best defined as
   a. the kinds of behavior thought acceptable.
   b. the right kind of behavior.
   c. the expected kinds of behavior.
   d. All of the above

7. The purpose of a profile sheet is to report the different scores of
   a. one student on several sub-tests of a test.
   b. one student on several different tests.
   c. many students in relation to their classmates.
   d. many students in relation to different professions.

8. Which of the following best defines a career?
   a. A job
   b. A position
   c. Life work
   d. A profession

9. Being promoted from one job to a more responsible job is called
   a. graduation.
   b. advancement.
   c. proprietorship.
   d. specialization.

10. Job clusters are essentially
    a. jobs which require similar skills.
    b. jobs with important similarities.
    c. jobs at the same level.
    d. jobs with the same entrance requirements.

11. To say you have a job preference means that you
    a. would like that line of work.
    b. would prefer to work than to stay at home.
    c. have the ability to do a certain job.
    d. have the ability and interest to do a certain job.

12. The Kuder is a test that measures
    a. aptitudes.
    b. interests.
    c. abilities.
    d. All of the above

13. People usually conform because they feel
    a. proud.
    b. insecure.
    c. angry.
    d. happy.

14. When the law is broken in a situation, several people can be involved. To decide which person is legally responsible is
    a. usually pretty obvious.
    b. often not so obvious.
    c. often not possible.
    d. often irrelevant.

15. The Comprehensive Tests of Basic Skills (CTBS) does not measure _____ skills.
    a. language
    b. math
    c. reading
    d. science

16. Which of the following best prepares you for a specific occupation?
    a. Vocational training
    b. Test batteries
    c. Basic skills education
    d. Occupational interest inventories

17. Which of the following is an example of an apperception of yourself?
    a. I received a "C" on a math exam.
    b. I am a clumsy person.
    c. I am planning to be an engineer.
    d. I am the oldest child in my family.

18. A person with high self esteem believes that he or she is
    a. an important person.
    b. a person deserving consideration.
    c. able to influence other people and events.
    d. All of the above

19. Someone who conforms often does things mainly to _____ other people.
    a. please
    b. annoy
    c. shock
    d. care for

20. Which of the following is a role?
    a. Son or daughter
    b. Student
    c. Musician
    d. All of the above

21. In order to see to what extent your interests are related to your abilities, you could look at the results from the
    a. C.T.B.S. and Kuder.
    b. C.T.B.S. and I.T.B.S.
    c. MAT and Gates-Mac Ginitie.
    d. MAT and I.T.B.S.

22. A person who works at a job in return for being instructed in the trade is
    a. a co-worker.
    b. a proprietor.
    c. an administrative assistant.
    d. an apprentice.

23. Which of the following is the major advantage of having personal objectives?
    a. Making more money
    b. Saving time
    c. Avoiding the wrong people
    d. Helping to make decisions

24. Which of the following could be important to a person in choosing a career?
    a. A dislike of taking risks
    b. A liking for being with people a lot
    c. A liking for expensive clothing
    d. All of the above

25. To understand which career might be best for you, it would be useful to do which of the following?
    a. Take a test of abilities
    b. Take a survey of interests
    c. Ask people who are working about their careers
    d. All of the above

26. When someone is not honest, it has a bad effect on
    a. himself.
    b. other people.
    c. society.
    d. All of the above

27. Norms are useful in order to allow members of society to
    a. make predictions about people's behavior.
    b. tell how a person will probably behave under certain circumstances.
    c. eliminate uncomfortable situations.
    d. All of the above

28. If a 7th grade student takes a test of reading skills and does very well, his or her grade level would probably be
    a. 7.0
    b. 70.
    c. 8.0
    d. 80.

29. Which of the examples below illustrates the idea that a person's emotions can influence his or her estimate of risk?
    a. A football player underestimates how dangerous it is to play football.
    b. A homeowner overestimates the selling price of his or her house.
    c. A candidate for mayor overestimates his or her chance of winning the election.
    d. All of the above

NAME_____

30. List four roles you play in life.

a. _____

b. _____

c. _____

d. _____

31. List three of your personality traits--in other words, qualities you possess--that you think are important to keep in mind when you choose a job or career. (If you cannot think of 3 different traits, leave blanks.)

a. _____

b. _____

c. _____

32. How much do you know now about different careers?

a. A lot
b. Something
c. A little
d. Nothing

33. Do you know how to find out about different careers?

a. Definitely yes
b. Probably yes
c. Probably not
d. Definitely not

34. Write down the names of two jobs that you might be interested in as a career.

a. _____

b. _____

35. How much do you know about the above two jobs, including what the person does and what training is necessary for the job?

a. A lot
b. Something
c. A little
d. Nothing

February 25, 1976

POLICY STUDIES IN EDUCATION

52 VANDERBILT AVENUE • NEW YORK, N.Y. 10017 • 212 • 684 • 6940

CAREER EDUCATION
CERES UNIFIED SCHOOL DISTRICT

Eighth Grade Career Guidance Test

Name _____ Sex _____ Date _____

Teacher's Name _____ School _____

Directions: Please read each question carefully and circle the answer which you think is best. For some questions, you may have to fill in the answers.

1. Knowing what your interests and abilities are will help you
   a. make friends.
   b. decide on a job.
   c. decide what to wear.
   d. decide how to act.

2. A percentage is
   a. a part of a whole.
   b. a way of pricing items by the penny.
   c. the tax charged on goods.
   d. the interest charged on loans.

3. To make a decision is to
   a. decipher something.
   b. make a declaration.
   c. make a choice or selection.
   d. do the right thing.

4. Which of the following "career clusters" would a fire fighter belong to?
   a. Health occupations
   b. Personal service occupations
   c. Environment occupations
   d. Public service occupations

5. To value is to
   a. appreciate.
   b. prize.
   c. rate highly.
   d. all of the above.

6. If you wanted to become more aware of your personality traits and characteristics you could examine your
   a. interests and abilities.
   b. attitudes toward school.
   c. relationships with other people.
   d. all of the above.

7. When a decision is hard to make because there are many alternatives, which of the following will help?
   a. Setting priorities
   b. Waiting a few weeks
   c. Flipping a coin
   d. All of the above

8. To rank items means to
   a. name their opposite.
   b. list them randomly.
   c. arrange them in a sequence or order.
   d. give them a title or name.

9. Which of the following occupations would belong to the public service career cluster?
   a. Doctor
   b. Secretary
   c. Bus driver
   d. Policeman or policewoman

10. When making an important choice you must have
    a. at least five items to choose from.
    b. a reason.
    c. an adult present.
    d. someone to tell you what to do.

11. Which of the following is a value?
    a. Success
    b. Friendship
    c. Health
    d. All of the above

12. Larry spends 33 percent of his 24 hour day sleeping and 33 percent working; what percent is left over for social activities?
    a. 33 percent
    b. 8 percent
    c. 34 percent
    d. 30 percent

13. A "career cluster" contains a number of jobs that have the same
    a. skills.
    b. pay scale.
    c. professional level.
    d. location.

14. Which of the following is a personal attribute?
    a. The kind of car a person has
    b. The person's mechanical ability
    c. The person's political party
    d. The place a person was born

15. Which of the following is not the same as a choice?
    a. A selection
    b. A guess
    c. A preference
    d. An election

16. Which of the following is an example of a role?
    a. Friend
    b. Son
    c. Student
    d. All of the above

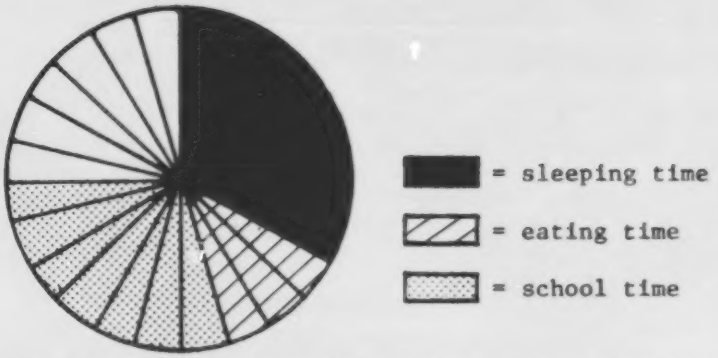
17. If you are a good leader, being fair in your decisions means
    a. always being right.
    b. choosing after considering what is best for the group.
    c. agreeing with everyone else.
    d. satisfying your friends.

18. Which of the following is a "career cluster"?
    a. Doctors
    b. Teachers
    c. Health occupations
    d. All of the above

19. A value should be something you are willing to
    a. forget.
    b. compromise on.
    c. defend.
    d. let people talk you out of.

20. Which of the following kinds of "scores" would be reported on the Self Appraisal & Assessment Structure (SAAS)?
    a. Verbal
    b. Clerical
    c. Social service
    d. All of the above

21. Which one of the following sentences requires a decision to be made?
    a. Hello! It's good to see you.
    b. Having a brother or sister is fun.
    c. Will the sun be shining tomorrow?
    d. What shall I be when I grow up?



The pie graph above is divided into 24 segments or 24ths. Each section represents 1 hour and the total pie equals 24 hours.

22. How many hours a day does the graph above allow for sleeping?
    a. 1-1/3 hours
    b. 4 hours
    c. 8 hours
    d 9 hours

23. How much time is allotted for eating and school time?
    a. 3 hours and 7 hours
    b. 1-1/2 hours and 3-1/2 hours
    c. 3 hours and 6 hours
    d. 3-1/2 hours and 1-1/2 hours

24. Using the pie graph above, how many hours are left free?
    a. None
    b. 2 hours
    c. 3 hours
    d. 6 hours

25. The Comprehensive Tests of Basic Skills (CTBS), does <u>not</u> measure skills in
    a. language arts.
    b. mathematics.
    c. reading.
    d. science.

26. The achievement of a student on a <u>reading</u> test is related to his/her
    a. test level.
    b. grade level.
    c. computational level.
    d. age.

27. Name three decisions you made this past week.
    a. _____
    b. _____
    c. _____

28. Which of the following statements does not represent a value?
    a. Getting a good education is important to me.
    b. I enjoy doing things with my family.
    c. When I grow up I want to make a lot of money.
    d. I am a very shy and lonely person.

29. Which of the following characteristics should not determine whether you are suited to a particular career?
    a. The way you dress
    b. Your interest in dealing with people
    c. Your intelligence
    d. Your religion

30. Which of the following "career clusters" would a nurse fit into?
    a. Public service occupations
    b. Hospitality and recreation
    c. Health occupations
    d. Private service occupations

31. If someone has different values than you, you can respect him/her
    a. as he/she is.
    b. only if he/she changes his/her values.
    c. only if he/she does not talk about his/her values.
    d. only if you don't see him/her.

32. The first step in decision making is to
    a. choose the best plan.
    b. identify the problem.
    c. decide to decide.
    d. stop worrying.

33. Laws are made to maintain order and to set forth your
    a. rights.
    b. duties.
    c. responsibilities.
    d. daily schedule.

34. One way to become more aware of yourself would be to write
    a. a novel.
    b. a biography.
    c. an autobiography.
    d. all of the above.

35. If you make a good decision, the outcome will always be
    a. good.
    b. bad.
    c. affected by other things.
    d. important only to you.

36. A good way to learn what another person's values are would be
a. to learn what his/her parents do.
b. to hear what others say about him/her.
c. to talk with him/her.
d. all of the above.

37. Everyone makes decisions everyday. Some decisions are more important than others. Using the categories: (1) I have no control over this decision, (2) automatic--I don't even think about it before deciding, (3) I think about it but I don't study or investigate it before deciding, and (4) I think, study, investigate, and ask others before deciding, place a check in the column that best describes your feelings.

	(1) I have no control over this decision	(2) Automatic. I don't even think about it before deciding	(3) I think about it but I don't study or investigate it before deciding	(4) I think, study, investigate and ask others before deciding
a. To drive beyond the speed limit				
b. What books to read				
c. What to wear to school				
d. What career I'll choose				
e. Having a lot of friends				
f. Going to school				
g. Loving my family				
h. Eating breakfast				
i. Doing my homework				
j. Being a son or daughter				
k. How to spend the summer				
l. Getting up in the morning				
m. Going to the doctor/dentist				
n. What movie to see				
o. What friends to have				

	(1) I have no control over this decision	(2) Automatic I don't even think about it before deciding	(3) I think about it but I don't study or investigate it before deciding	(4) I think, study, investigate, and ask others before deciding
p. Liking your teachers				
q. Stopping your car at stop signs.				

38. "Communication and media occupations" would include
a. a newspaper reporter.
b. an economist.
c. a post office worker.
d. all of the above.

39. The percentage of time spent sleeping is
a. greater for infants.
b. greater for school children.
c. greater for high school students.
d. greater for adults.

40. The purpose of a "Profile Sheet" is to report the different scores of
a. one student in several different subjects.
b. one student in several different years.
c. many students in relation to their classmates.
d. many students in relation to different careers.

41. The things that you must do as a member of a class or as a citizen of a country are your
a. rights.
b. orders.
c. responsibilities.
d. all of the above.

42. In choosing a career, you should consider the jobs that fit well with your
a. personality.
b. abilities.
c. interests.
d. all of the above.

43. You have decided you want a 10-speed bike. What other decisions will you have to make. Rank in order by numbering 1 through 6 the other decisions you will have to make.

___the model or make you want
___how much it will cost
___how much money you have to spend
___what color you want
___who you'll buy it from
___where you will keep it

44. Society, in general, expects people to have jobs and to support themselves. This idea specifically means you are expected to
a. be responsible.
b. obey the law.
c. have rights.
d. depend on someone else for support.

45. Which of the following phrases defines a value?
a. Something you feel strongly about
b. Something you are proud of
c. One of your priorities
d. All of the above

46. A person's willingness to talk freely about himself/herself is called his/her
a. politeness.
b. openness.
c. sensitivity.
d. indifference.

47. A role is best defined as a person's way of
a. dressing.
b. relating to other people.
c. acting to impress others.
d. pretending to be like someone else.

48. In a biography, the author writes about
a. his/her own life.
b. the life of someone else.
c. biological aspects of personality and character.
d. graphic events in a particular place.

49. The SAAS is a test that measures your
a. basic intelligence.
b. aptitude for college.
c. interests in different fields of work.
d. all of the above.

50. In making a decision, you can choose the best plan only after you have
a. asked for many opinions.
b. tried several plans.
c. decided on a career
d. considered alternatives.

51. How well do you think you understand your own personality?
a. Very well
b. Fairly well
c. Not very well
d. Not well at all

52. How easy or difficult is it for you to make decisions in your life?
    a. Very easy
    b. Pretty easy
    c. Difficult
    d. Very difficult

53. How well do you understand what your strongest interests and abilities are?
    a. Very well
    b. Fairly well
    c. Not very well
    d. Not well at all

54. How much do you think you know about mnay different careers?
    a. A lot
    b. Something
    c. A little
    d. Nothing

55. How well do you understand what your values are?
    a. Very well
    b. Fairly well
    c. Not very well
    d. Not well at all

POLICY STUDIES IN EDUCATION
52 VANDERBILT AVENUE • NEW YORK, N.Y. 10017 • 212 • 684 • 6940

CAREER EDUCATION
CERES UNIFIED SCHOOL DISTRICT

Ninth Grade Career Education English Test

Name _____ Sex _____ Date _____

Teacher's Name _____ School _____

Directions: Please read each question carefully and circle the answer which you think is best. For some questions, you may have to fill in the answers.

1. An applicant for a position has a right not to answer which of the following questions?

   a. What was your previous position?
   b. What are your future family plans?
   c. What are you present skills?
   d. None of the above

2. A resumé

   a. summarizes your qualifications.
   b. notifies potential employers of your availability.
   c. describes your educational background.
   d. does all of the above.

3. Which of the following persons would make a good reference for a job?

   a. Your father
   b. A co-worker
   c. A distant relative with another name
   d. Your supervisor

4. When completing an application form you must

   a. always type it.
   b. give your religious affiliation.
   c. always print the information.
   d. follow directions.

5. A resumé should be

   a. brief and precise.
   b. long and involved.
   c. more than two pages.
   d. in narrative form.

6. The major purpose of a "covering letter" is to

   a. guarantee an interview.
   b. draw interest and attention to your resumé.
   c. summarize your resumé.
   d. cover aspects of your background that are not included in your resumé.

7. When listing your educational experience on a resumé, you should include which of the following items?

   a. The name of your school
   b. Your major subject
   c. The date you received your degree
   d. All of the above

8. List five things that would be asked on a job application form.

   1. _____
   2. _____
   3. _____
   4. _____
   5. _____

9. A covering letter should be sent along with a resumé in which of the following situations?

   a. At all times
   b. When requested by the employer
   c. When you are anxious for a job
   d. When the resumé is incomplete

10. When listing a previous job on a resumé, which of the following details should not be included?

    a. Dates of employment
    b. Location
    c. Duties performed
    d. Co-workers' names

11. In order to make certain that your resumé is clear, it is best to

    a. use conventional English.
    b. have someone else read and correct it.
    c. repeat all important facts in the covering letter.
    d. send a second version a week or two later.

12. The words listed below refer to the sections of a typical resumé. Rank them in the order in which they would appear on a resumé. (#1 for the first section, etc.)

    __ Education
    __ Personal Data
    __ Heading
    __ Job Objective
    __ Work History
    __ Miscellaneous

13. List three questions you might ask at a job interview.

    1. _____
    2. _____
    3. _____

14. Where should you put the names of references on a resumé?

    a. Under Work Experience
    b. Under Personal Data
    c. Under Miscellaneous
    d. Under Education

15. During an interview

    a. only the person applying asks questions.
    b. only the employer asks questions.
    c. both the applicant and employer should ask questions.
    d. the applicant fills out the application form.

16. A resumé is

    a. the letter of interest you send an employer.
    b. an official document like a birth certificate.
    c. a summary of work and educational experience.
    d. a personal document that never changes.

17. Which of the following persons should not be listed as a reference for a job?

a. A former employer
b. A supervisor
c. One of your parents
d. One of your teachers

18. On a resumé, you should list your work experience in chronological order, putting your most recent job

a. first.
b. last.
c. either first or last.
d. in capital letters.

19. How can a resumé be used?

a. As a cueing device at interviews
b. To mail to prospective employers
c. To keep on file at agencies
d. All of the above

20. Which of the following sources would supply names of firms you could send resumés to?

a. Newspapers
b. Trade journals
c. Professional directories
d. All of the above

21. Name 3 things that are considered to be important when going to a job interview?

1. _____

2. _____

3. _____

---

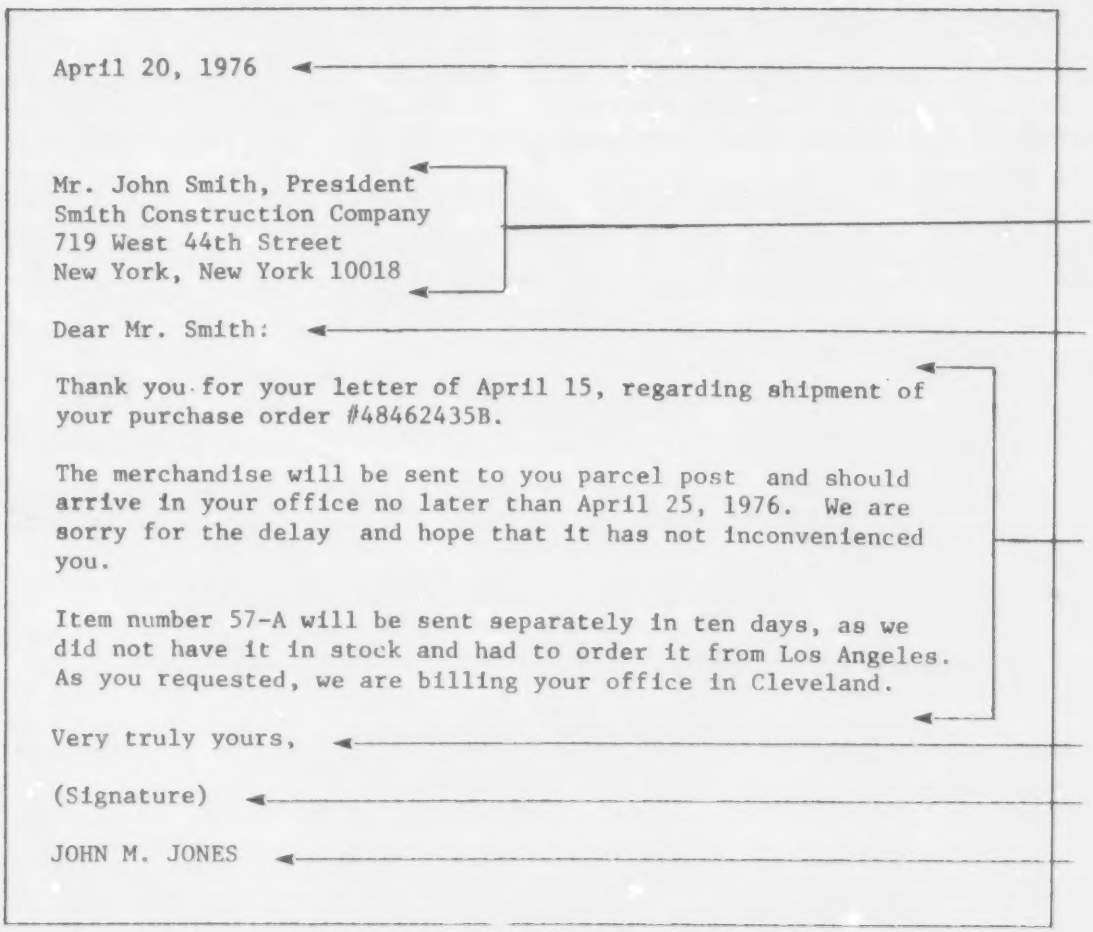
22. Each item in the list appearing on the right refers to a section of a typical resumé. The list below contains pieces of information about a job applicant that might be included in his or her resumé. In the answer column to the right of the items below, enter the letter corresponding to the section of a resumé where that information belongs.

A. Education
B. Personal Data
C. Heading
D. Job Objective
E. Work History
F. Miscellaneous

	Answers
1. Height and weight	1. ____
2. Duties at previous job	2. ____
3. Name, address and telephone number	3. ____
4. Major subjects studied	4. ____
5. Previous salary received	5. ____
6. Desired salary	6. ____
7. Marital status	7. ____
8. Title at previous job	8. ____
9. Degree(s) received	9. ____
10. Scholarships or honors received	10. ____
11. Hobbies	11. ____
12. Occupational goal	12. ____

23. The letter below represents one form for a business letter. Use the names listed below and label the arrowed parts.

a. Main Body
b. Complimentary Closing
c. Name and address of receiver
d. Name of sender
e. Salutation
f. Date


April 20, 1976
Mr. John Smith, President
Smith Construction Company
719 West 44th Street
New York, New York 10018
Dear Mr. Smith:
Thank you for your letter of April 15, regarding shipment of your purchase order #48462435B.
The merchandise will be sent to you parcel post and should arrive in your office no later than April 25, 1976. We are sorry for the delay and hope that it has not inconvenienced you.
Item number 57-A will be sent separately in ten days, as we did not have it in stock and had to order it from Los Angeles. As you requested, we are billing your office in Cleveland.
Very truly yours,
(Signature)
JOHN M. JONES

24. Select one of the two want-ad descriptions below and write a job application letter. Be sure to include all the proper and necessary information in the correct form.

WANTED

Camp counselor for childrens' coed day camp. Special instructional skills desired. Wages negotiable.

WANTED

Student to do lawn work--gardening, lawn mowing, trimming, etc. $2.00 an hour. References requested.

POLICY STUDIES IN EDUCATION

82 VANDERBILT AVENUE • NEW YORK, N.Y. 10017 • 212 • 884 • 6940

CERES CAREER EDUCATION QUESTIONNAIRE

FOR STUDENT TEACHERS

This questionnaire is designed for student teachers in order to find out what you know and feel about career education. The questionnaire is an important part of a study which Policy Studies in Education, a not-for-profit educational evaluation organization, is carrying out for the Ceres Career Education Project. Your answers will help shape new and existing career education programs throughout the country.

The questions reflect information and attitudes which may or may not be a part of your student teaching experience. Please answer each question carefully, but do not feel hesitant about skipping questions when the material seems unfamiliar to you. All questionnaires will be treated confidentially, and no responses will be presented in a way which will identify any individual.

We thank you in advance for your time and cooperation.

Name: _____

Student teaching location (circle one):

Ceres Modesto

Other _____

Months of student teaching experience: _____

Grade level of student teaching experience: _____

Subject area of student teaching experience: _____

Date this questionnaire was completed: _____

Part I

Directions: Please read each statement carefully, then put a check in the box which accurately reflects your opinion of the statement.	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
1. Every student should graduate from high school with a salable skill he or she can use on a job.					
2. Schools cannot financially support career education programs because of increasing budget constraints.					
3. Vocational education helps students achieve practically the same goals as career education.					
4. Students who are going on to college do not really need career education.					
5. "Hands-on" work experience should be included in every student's high school program.					
6. High school students should receive school credit for work experience.					
7. The school guidance department should carry the primary responsibility for career education.					
8. There are areas in the school program more important than career education that need our time, money, and effort.					
9. Career education is most beneficial to those individuals who are going to begin earning their own living as soon as they leave high school.					
10. Students should be permitted to miss regular classes in order to go on a field trip with another class.					
11. The ways mathematics can be used in jobs can be taught in a few days in every mathematics course.					

	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
12. All classroom teachers should infuse career education concepts and activities for at least 5 minutes in each class or subject area every day.					
13. Career education is for people of <u>all</u> ages.					
14. There is no school subject at any grade level to which career education is not applicable and relevant.					

Part II

15. For which of the following groups is career education important?

__ Elementary students
__ Middle or junior high school students
__ High school students
__ College-bound students
__ Non-college-bound students
__ Handicapped students
__ Disadvantaged students
__ Dropouts

16. Career education should be taught through: (Check <u>one</u>.)

__ curriculum units constituting a new subject area.
__ material infused into certain key subjects.
__ material infused into the entire classroom curriculum.
__ material presented in class as well as individually by a specialist, such as a guidance counselor.

17. How interested do you think your students are in career education activities?

__ Very interested
__ Fairly interested
__ Not very interested
__ Not interested at all
__ No opinion

18. How capable do you feel you are of explaining career education to your students' parents or to other school personnel?

__ Very capable
__ Fairly capable
__ Not very capable
__ Not capable at all
__ No opinion

19. Compared to learning how to read, write, and do arithmetic, career education is

__ more important.
__ just as important.
__ less important.
__ not important at all.
__ No opinion

20. When you have a full-time teaching position, how often will you carry out career education activities with your students?

__ Several times a day
__ Once a day
__ Several times a week
__ Once a week
__ Several times a month
__ Once a month
__ Several times a year
__ Never

21. Please rank the following in order of the greatest possible effect on improving the quality of education. Put a "1" by the one having the greatest effect, a "2" next to the second greatest effect, etc.

__ Pre-service or in-service teacher training
__ Curriculum change
__ Increased salaries
__ Community interest and involvement
__ Increased school budgets
__ Better discipline
__ Better school management
__ Students' home lives

22. Name two community resource contacts whom you could call upon during the year to help with career education instruction in the classroom.

1. _____
(Name of contact) (Job Title) (Name of business organization or company)

2. _____
(Name of contact) (Job Title) (Name of business organization or company)

23. What information might be found in job descriptions listed in the Occupational Outlook Handbook? (Check as many as apply.)

__ Education or training needed
__ Personality characteristics of workers
__ Sex restrictions
__ Range of beginning salaries
__ Working conditions
__ Employment opportunities in your state
__ D.O.T. numbers
__ Dress requirements

24. There are three major phases of the career education program: Career Exploration, Career Awareness, and Career Preparation. Please circle below the grade level(s) related to each phase.

	Circle One or More Grade Levels														
Career Exploration	K	1	2	3	4	5	6	7	8	9	10	11	12	13	14
Career Awareness	K	1	2	3	4	5	6	7	8	9	10	11	12	13	14
Career Preparation	K	1	2	3	4	5	6	7	8	9	10	11	12	13	14

25. List 3 ways the community can contribute to a career education program in the schools.

1. _____

2. _____

3. _____

26. How well do you feel you can do the following:

	Very well	Well	Not very well	Not well at all
Select appropriate workplaces as field trip sites for your students				
Utilize resource persons in classroom instruction				
Choose career education activities for existing lessons				
Create your own career education learning activities				

27. Name 5 occupational clusters and list 3 jobs found in each of the clusters.

Cluster	Matching Jobs
1.	1. 2. 3.
2.	1. 2. 3.
3.	1. 2. 3.
4.	1. 2. 3.
5.	1. 2. 3.

28. Write a goal for students for each of the following elements of a career education program. (Please specify the grade level for which you are writing.)

Self awareness (grade _____)

Decision making skill development (grade _____)

Economic awareness (grade _____)

29. Write a career education infused activity for one of the lessons you are planning to teach soon.

Grade level: _____

Subject area: _____

Lesson topic:

Career education concept/activity included:

Resources needed:

POLICY STUDIES IN EDUCATION
52 VANDERBILT AVENUE • NEW YORK, N.Y. 10017 • 212 • 684 • 6940

CAREER EDUCATION
CERES UNIFIED SCHOOL DISTRICT

Auto English

Name _____ Sex _____ Date _____

Teacher's Name _____ Grade _____

Are you in the

_____ Automotive Machine Class _____ Auto-English Class

DIRECTIONS: For each question, circle the number of the answer choice that you think is best.

1. The _____, called the electrolyte, is made up of about 40 percent sulfuric acid and about 60 percent water.

   A. liquid
   B. solid
   C. gas
   D. paste

2. A circuit is

   A. an open path through which the passage of electric current is possible.
   B. a dead-end path through which the passage of electric current is possible.
   C. a closed path through which the passage of electric current is possible.
   D. none of the above.

3. Cell _____ pass through the partitions between the cells and reduce battery resistance and thus improve battery performance.

   A. grids
   B. connectors
   C. elements
   D. plate straps

4. Which of the following groups of parts belongs to the ignition system?

   A. light switch, tail lights, head lamps
   B. alternator, regulator, ammeter
   C. differential, propeller shaft, oil pump
   D. battery, distributor, spark plugs, coil

5. D/C means

   A. divided current.
   B. diverted circuits.
   C. direct current.
   D. distributor circuit.

6. The connector is used in a battery to connect the plate strape of adjacent cells or to

   A. separate adjacent cells.
   B. connect adjacent negative and positive terminals.
   C. recharge the battery when it is dead.
   D. connect the one-piece cover to the adjacent cells.

7. _____ reduces the amount of current flowing in the field windings, which in turn weakens the magnetic field, thus reducing generator output.

   A. The battery
   B. The generator
   C. Resistance
   D. The cutout relay

8. The rotating assembly in a d/c motor or generator is called the

   A. winding.
   B. armature.
   C. rotor.
   D. rotating field.

9. How many positive and negative terminal posts are there on the typical storage battery?

   A. 1 positive and 1 negative
   B. 2 positive and 2 negative
   C. 1 positive and 2 negative
   D. 2 positive and 1 negative

10. The exact point at which electrical contact is made is the

    A. contact point.
    B. circuit point.
    C. charge
    D. armature.

11. When referring to electricity a/c means

    A. alternating current.
    B. all current.
    C. alternating circuits.
    D. automotive circuits.

12. Which of the following does <u>not</u> mean the same as discharge?

    A. Run-down
    B. Dead
    C. Released
    D. Stalled

13. Which of the following words does <u>not</u> mean the same as ignite?

    A. Set fire to
    B. Burn
    C. Light up
    D. Enlighten

14. Current that flows in one direction only is indicated by which of the following abbreviations?

    A. A/C
    B. CODO
    C. CFOD
    D. D/C

15. The alternator is a type of electric

    A. regulator.
    B. generator.
    C. terminal.
    D. ammeter.

16. Current that reverses its direction at regular intervals is indicated by which of the following abbreviations?

    A. A/C
    B. CRD
    C. CRDRI
    D. D/C

17. Match the sentence in Column ONE with the correct word in Column TWO. There may be one or two meanings which match some of the words in Column TWO.

ONE	TWO
____A term designating the point of higher potential.	1. Positive
____Same as deny, refusal, lower potential.	2. Negative
____The - (minus) terminal on a battery.	3. Mechanic
____The source of livelihood for gas station owners and workers.	4. Construction
____To join or fasten together.	5. Automobile
____One who repairs or maintains machinery.	6. Dismantle
____A line from the top pointing down.	7. Diagram
____An industry concerned with building.	8. Assemble
____To take apart.	9. Connect
____Capable of being seen outside a given object.	10. Horizontal
____A skilled worker with tools or machines.	11. Vertical
____A drawing that shows arrangement and relations.	12. Arrangement
____The + (plus) terminal on a battery.	13. Function
____A surface that is perpendicular to a flagpole would be ____.	14. Instruction
____Something existing within the surface.	15. External
____The action for which a thing is specifically fitted or used.	16. Internal
____A direction to be obeyed.	
____Means the same as order.	
____Mode of transportation.	
____The opposite of "to dismantle"	

18. Of the ten parts given below, circle the five that belong to a typical cranking motor.

1. Solenoid switch
2. Plate strap
3. Ammeter
4. Drive housing
5. Vacuum seal
6. Sediment chamber
7. Overrunning clutch
8. Armature
9. Cell cover
10. Pole shoes

19. The battery, ignition system, and other electrical components on the automobile use

A. D/C.
B. A/C.
C. Both D/C and A/C.
D. Neither D/C nor A/C.

20. The _____ prevents the generator from producing excessive voltage and current.

A. battery
B. ammeter
C. alternator
D. regulator

21. The alternator produces

A. alternating charges.
B. alternating circuits.
C. alternating current.
D. alternating conductors.

22. Regulators for D/C generators consist of

A. a cutout relay.
B. a voltage regulator.
C. a current regulator.
D. all of the above.

23. How many terminals are there on a storage battery?

A. 1
B. 2
C. 3
D. 4

24. The generator is the device that changes

A. chemical energy into electrical energy.
B. electrical energy into mechanical energy.
C. mechanical energy to electrical energy.
D. electrical energy to chemical energy.

25. The ignition system is part of the

A. electric system.
B. cooling system.
C. lubricating system.
D. fueling system.

26. The opposition offered by a substance or body to the passage through it of an electric current is called

A. resistance.
B. load.
C. cutout relay.
D. magnetic charge.

27. How many electrodes are there in one spark plug?

A. 1
B. 2
C. 3
D. 4

28. The contact point is the point at which

A. the jumper cables are attached to the battery.
B. the chemical change occurs.
C. electrical contact is made.
D. the negative and possitive terminals are connected.

29. The spark plug consists of a metal shell, a _____ insulator and an electrode.

A. metal
B. plastic
C. porcelain
D. clay

30. The storage battery supplies _____ power.

A. chemical
B. mechanical
C. electrical
D. all of the above.

31. Which of the following is not matter?

A. Energy
B. Water
C. Vegetables
D. Minerals

32. The junction of two electrical conductors through which current passes is called the

A. contact.
B. terminal.
C. conduct.
D. field terminal.

33. Match the definitions to the correct word.

___ Electrolyte
___ Generator
___ Voltage
___ Ammeter
___ Armature
___ Electode

A. An electric meter that measures current.
B. The rotating assembly in a direct current motor.
C. The liquid in a battery in which the conduction of electricity is accompanied by chemical decomposition.
D. The device that changes mechanical energy to electrical energy.
E. A conductor used to establish electrical current with a non-metallic part of a circuit.
F. Electric potential expressed in volts.

34. Temperature compensation occurs in the

A. voltage and current regulators.
B. battery.
C. lubricating system.
D. generator.

35. Matter is best described as

A. anything which takes up time and space.
B. anything which has height and occupies space.
C. anything which has weight and occupies space.
D. anything which is three dimensional.

36. The _____ closes the circuit between the generator and the battery when the battery is charging.

A. transistor
B. cutout relay
C. distributor
D. connector

37. Voltage is _____ potential expressed in volts.

A. mechanical
B. chemical
C. electrical
D. current

38. The flow of electric charge is called

A. field relay.
B. voltage.
C. wattage.
D. current.

39. A dead battery is re-charged when you have

A. restored active materials by passage of a direct current in the same direction to that of discharge.
B. added the water.
C. restored active materials by passage of a direct current in the opposite direction to that of discharge.
D. withdrawn a certain amount of current.

40. Resistance is used in regulating _____ generator field circuits.

A. A/C
B. D/C
C. neither A/C nor D/C
D. both A/C and D/C

41. All magnets have _____poles.

A. 2
B. 3
C. 4
D. 6

42. The cutout relay

A. consists of two windings.
B. is a part of the regulator.
C. is an automatic magnetic switch.
D. All of the above

43. Magnetic is best defined as

A. two objects which complement each other.
B. the force which attracts metal.
C. the force which repels objects.
D. a chemical attraction.

44. All magnets have 2 poles identified as

A. up and down.
B. north and south.
C. top and bottom.
D. east and west.

45. The _____ is an electric meter that measures current in amperes.

A. ammeter
B. armature
C. odometer
D. tachometer

46. The ammeter is connected between the battery and alternator.

A. Agree
B. Disagree
C. Don't know

47. What passes through a conductor?

A. Gas
B. Water
C. Current
D. Lead oxide

48. When voltage regulators and current regulators have higher settings when cold than when hot they

A. need to be reset for the same seetings for both hot and cold.
B. are temperature-compensated.
C. are thermostatically out of line.
D. All of the above

49. The absence of air or any matter is

A. a magnetic field.
B. a gravitational field.
C. a vacuum.
D. a combustion.

50. A _____ is a device for electrical conveyance.

A. pinic .
B. clutch
C. transistor
D. solenoid retainer

51. The electro-chemical device that converts electricity into chemical energy is the

A. convertor.
B. terminal.
C. electrode.
D. storage battery.

52. The following are parts that belong to the _____: gear, primary lead, breaker cam, condenser, rotor, drive shaft, breaker plate, a cap.

A. cranking motor
B. battery
C. generator
D. distributor

53. Ignition

A. begins the mixing process of the chemicals in the battery.
B. begins the combustion process in the engine cylinder.
C. ends the mixing process of the chemicals in the battery.
D. reverses the combustion process in the engine cylinder.

54. The spark plug extends into the

A. storage battery.
B. full system.
C. cooling system.
D. engine cylinder.

55. The generator is found in which system?

A. Steering system
B. Cooling system
C. Lubricating system
D. Electrical system

56. If your car battery was dead you could recharge it by

A. replacing the cells.
B. adding water.
C. supplying external current.
D. turning the engine off and waiting five minutes.

57. The automotive storage battery is

A. an electric generator for producing current.
B. a space entirely without matter.
C. the place automotive parts are stored.
D. a device that converts electricity into chemical energy.

58. The terminal is

A. the place where the chemical action and reaction occurs.
B. where you add the water to the battery.
C. where the chemical sediments form.
D. a device attached to wires, cables, or electrical apparatus for making connections.

59. The _____ is an electronic device that has an amplifying effect, much like a vacumn tube in a radio or T.V.

A. resistor
B. electrolyte
C. electrode
D. transistor

60. The word "discharge", as it relates to automotive batteries means the

A. lead sulfate is changed back to sponge lead.
B. conversion of the electrical energy of a battery into chemical energy.
C. conversion of the chemical energy of a battery into electrical energy.
D. lead sulfate is changed back to lead peroxide.

61. The cranking motor is part of which automotive system?

A. Fuel system
B. Lubricating system
C. Electric system
D. Cooling system

62. The two major parts of a cranking motor are the

A. shaft and commutator.
B. armature and field assembly.
C. lamination and field winding.
D. regulator and alternator.

63. The two basic types of _____ are (1) the type using contact points to close and open the coil primary circuit, and (2) the type using a magnetic pick-up and a transistor control unit to interrupt the current flow of the coil primary circuit.

A. clutches
B. distributors
C. spark plugs
D. condensers

64. If you are good at something you have

A. an aptitude.
B. an attitude.
C. a trust.
D. a goal.

65. Social security numbers are issued by

A. schools.
B. county offices.
C. federal government.
D. employers.

66. Labor laws are primarily intended to provide

A. guaranteed annual income.
B. protection for workers.
C. protection for consumers.
D. protection for labor unions.

67. Which of the following is not usually part of a job resume?

A. School attendance record.
B. Scholarships and awards.
C. Previous employment
D. Reference

68. If you perceive yourself realistically you

A. know your good and bad points.
B. think you are very dumb.
C. work very hard.
D. listen to other people.

69. What should be the first step in the process of making a decision?

A. Think up different solutions
B. Select one solution
C. State the problem
D. List the good and bad points of each solution

70. A statement from my employer that tells how much I have earned and how much has been deducted from my wages in the past year is a

A. W-4 form.
B. 1040A form.
C. W-2 form.
D. 1040 form

71. Time and a half means

A. more money per hour.
B. less money per hour.
C. longer work days.
D. longer lunch hours.

72. Someone who does comparison shopping is

A. buying presents for people.
B. making a family budget.
C. trying to find the best buy for the money.
D. studying finance.

73. A "graduated income tax" means

A. a tax paid by college graduates.
B. paying taxes at different times throughout the year.
C. paying a larger proportion of taxes as you make more money.
D. paying sales tax even on small items.

74. Planning and preparing for a career is important because

A. a final craeer choice should be made before graduation.
B. you need to consider the training and skills needed.
C. once hired, you have to stay on the job.
D. everyone must earn a living after graduation from high school.

75. Professional, skilled, semiskilled, and unskilled are

A. kinds of training schools.
B. income levels.
C. job classifications.
D. information requested on a job application.

READ THE FOLLOWING ARTICLE AND ANSWER THE QUESTIONS BELOW.

Secondary Wiring. The secondary wiring consists of the high-tension cables connected between the distributor cap, the spark plugs, and the high-tension terminal of the ignition coil. These cables carry the high-voltage surges that produce the sparks at the plug gaps. Thus, they must be heavily insulated to contain the high voltage, and the insulation must be able to withstand the effects of high temperature and oil as well as of high voltage.

Before 1961, the cores of the cables were of copper or aluminum wire. However, in 1961, automotive manufacturers in the United States began to install cables which had carbon-impregnated linen cores. The carbon-impregnated linen forms a resistance path for the high-voltage surges, producing the same effect as the resistors in the spark plugs mentioned above. These cables thus do an effective job of preventing the ignition system from interfering with radio and television.

In 1963, many cars began using cables with graphite-saturated fiber-glass cores. These operate in the same manner as the carbon-impregnated linen-core cables. However, it is claimed that they are less susceptible to breakage when pulled off spark plugs and have less tendency to char from high temperatures.

1. What were the cores of the high-tension cables made of in 1959?

   A. Plastic
   B. Graphite-saturated fiber-glass
   C. Carbon impregnated line
   D. Copper or aluminum

2. The secondary wiring consists of high-tension cables connected between

   A. spark plugs and distributor cap.
   B. high-tension terminal of the ignition.
   C. All of the above
   D. None of the above

3. In what year did many cars begin using cables with graphite-saturated fiber-glass cores?

   A. 1959
   B. 1961
   C. 1962
   D. 1963

Assemblers: Nature of the Work. Television sets, automobiles, and refrigerators are typical of the manufactured products which undergo many assembly operations. The parts for these and thousands of other products are put together by assemblers, most of whom are semi-skilled workers.

Some assemblers, known as floor assemblers, put together large, heavy machinery or equipment on shop floors, often fastening parts with bolts, screws, or rivets. Others, known as bench assemblers, put together small parts to make subassemblies or small complete units while working at a bench. Many assemblers work on items which move automatically past their work stations on conveyors. These workers must complete their assembly job within the time it takes the part or product to pass their work station.

Skilled assemblers work on the more complex parts of subassemblies with little or no supervision and are responsible for the final assembly of complex jobs. These workers must know how to read blueprints and other engineering specifications and use a variety of tools and precision measuring instruments. In relatively new fields such as electronics, instrumentation, and missiles, subassembly work may require a high degree of skill.

Training, Other Qualifications, and Advancement. Employers seek applicants who are physically fit and dependable, and who have some aptitude for mechanical work. High school graduates or workers who have taken vocational school courses, such as blueprint reading, are preferred by many employers, although a high school diploma is not usually required.

A relatively small number of workers who learn to perform a variety of assembly jobs and who have a knowledge of blueprint reading and shop mathematics may become skilled assemblers. A few also may become skilled inspectors or foremen.

1. What educational background is preferred by many persons hiring assemblers?

   A. Four years of college
   B. Two years of apprenticeship
   C. Two years college plus two years apprenticeship
   D. High school graduate having courses in blueprint reading

2. An assembler who puts together large, heavy machinery or equipment on floors is called a

   A. conveyor belt assembler.
   B. bench assembler.
   C. floor assembler.
   D. station assembler.

3. What worker generally works unsupervised and must know how to read blueprints?

   A. Semi-skilled
   B. Skilled
   C. Supervisor
   D. Foreman

4. If an assembler learns a variety of jobs and has a knowledge of blueprint reading and shop mathematics he or she may become

   A. skilled inspectors.
   B. foremen.
   C. Both of the above
   D. Neither of the above